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ABSTRACT

This report describes the activities and accomplishments of second year off its current contract with the U.S. second year of its current contract with the United States Department of Education. The mission of the MRC is to provide training and technical assistance to educators and parents of limited English Proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. MRC clients received training in teaching methods, curriculum/instructional materials, program administration, educational technology, parent involvement, and educational theory/practice. Six appendixes provide copies of summary reports of MRC activities, annual regional conference and coordination meeting program, activities with superintendents, selected MRC Institute programs, a workshop evaluation form, and a service feedback and impact of services form. (MDM)

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COMSIS

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER

ANNUAL REPORT
CONTRACT YEAR TWO
1993-1994

FL 022 500

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EXECUTIVE SUMMARY

The Mid-Atlantic Multifunctional Resource Center (MRC 3) operates under a COMSIS contract awarded by the US Department of Education. The MRC is completing its second year of operation under the current contract. The mission of the Mid-Atlantic MRC is to provide training and technical assistance to educators and parents of Limited English Proficient (LEP) students in Service Area 3, which includes Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia. The ultimate goal of the MRC is to increase the effectiveness of instruction so as to maximize LEP student learning and achievement.

The LEP populations in Service Area 3 range from 300 in West Virginia to a June 1994 count of 49,690 students in New Jersey. The population has always been characterized by its vast linguistic, socioeconomic, and cultural diversity. The region includes large urban centers such as the Washington, DC metropolitan area and Philadelphia with over 100 different languages each, and rural areas such as Monongalia County, West Virginia, with approximately 200 students from 10 different language backgrounds. The demographic shift from cities to rural areas begun in the last two years, continues with the addition of other language groups also moving away from major cities. The population has increased in every state in the service area.

Providing services to a region as diverse as Service Area 3 demanded flexibility of programs, continuous clarification of needs, and well thought out plans for internalizing and institutionalizing the training received. To accomplish this task, the MRC developed a Baseline Management Plan and a Service Delivery Plan which reflected the philosophy and goals of the MRC. In the current year of implementation, the MRC completed all of the deliverables stated in the Baseline Management Plan, conducted 110 major training and technical assistance activities and responded to 1247 Quick Action requests. Participants in MRC training activities numbered 2363. Of this number, approximately one third were Title VII recipients. While teachers were the most common participants (1315), project directors and other administrators accounted for 22 percent of the total number of participants.

Clients in Service Area 3 received training in the areas of Methods of Instruction, Curriculum/Instructional Materials, Program Administration, Program Design, Educational Technology, Parent Involvement, and Theory/Research to Practice other topics. These most frequently presented topic areas were chosen by SEAs and LEAs to meet the needs of the majority of MRC clients, teachers, and administrators.

The MRC offered its clientele one of the more technologically advanced ways to keep informed and to communicate through its Technical Assistance Network (TAN). Clients communicate with MRC staff through the TAN and keep up to date on the news of the field.

The MRC coordinated its efforts with its sister MRCs, the Title VII Network, OBEMLA, Title IV DACs, and other agencies and professional associations. This coordination resulted in, among other things, joint planning to facilitate and provide training in a cost efficient and effective manner.

In order to meet the training needs in each of the states, the MRC also coordinated its efforts with SEAs and LEAs by planning and conducting two- to five-day institutes to integrate a number of topics relevant to participants. In addition, the MRC participated actively in additional institutes throughout the region, and cosponsored many regional and state conferences. The Service Area 3 Superintendents' Task Force meetings resulted in the formulation of a Superintendents' Leadership Council whose second Institute will take place at the Cascades Meeting Center, Williamsburg, VA on September 22-25, 1994.

For the Gathering Information task on Developmental Bilingual Education the MRC updated the Resource Guide which had been developed in 1992 - 1993. The updated guide contains 98 annotations selected from an original reference list of 239 evaluated references from a variety of databases. The bibliography was then distributed to other MRCs and to the government.

The Mid-Atlantic Region continues to undergo change. The MRC has made every effort to pre-plan with SEAs and to communicate frequently and work more directly with more LEAs and individual schools. The MRC is very aware of a push for proficiency testing and for "outcome based" education in many of our client states. In large measure this emphasis has created some degree of uncertainty in a number of districts in continuous "restructuring". The need for more advanced training is apparent. MRC staff, therefore, has concentrated some of its efforts in training on computers and other "high tech" tools so that districts can be in the forefront of advanced technology in schools.

After a brief drop last year, the LEP population is again increasing in almost every district. Those districts that have had programs established must now, adjust them to meet the needs of a different population, such as Eastern Europeans; those districts that have never had to establish programs now see significant numbers of LEP students coming into their schools for the first time. The MRC staff, working collaboratively with SEAs, has identified many of these needs and has endeavored to meet them.

Chapter 1 of the report describes the major activities of the past year; it includes documentation of the progress made and services performed with the SEAs and LEAs during the contract year. This chapter includes a state by state description of the service area, a description of the MRC and staff and other resources used to facilitate the implementation of the Service Delivery Plan.

Chapter 2 describes the major accomplishments, a focus on Administrators and mainstream educators, on Institutes, a major effort in coordination of activities with other agencies, and training in the use of technology. The progress made in collecting and sharing information with other MRCs in the special information gathering area of Developmental Bilingual Education Programs is also included in this chapter.

Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues.

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

LIST OF TABLES vii

LIST OF FIGURES vii

LIST OF APPENDICES viii

CHAPTER 1: MAJOR ACTIVITIES

1.1 Description of Service Area 3 1

1.1.1 Demographics of the Region 1

1.1.2 Title VII Funded Programs in Region 3 6

1.1.3 State Characteristics 6

1.2 Summary Description of MRC Services and Activities 32

1.2.1 Outreach and Coordination 33

1.2.2 Training and Technical Assistance 35

1.2.2.1 Content Areas of Training and Technical Assistance 35

1.2.2.2 Types of Services 37

1.2.2.3 Participants in MRC Services 41

1.2.3 Gathering Information 43

1.2.4 Staff Development 45

1.3 MRC Resources 48

1.3.1 MRC Staff 48

1.3.2 Consultants 54

1.3.3 Other Resources 54

CHAPTER 2: OUTCOMES AND ACCOMPLISHMENTS

2.1 Outcomes Obtained From MRC Activities, Accomplishments and Innovations 56

2.1.1 Increased Services to Top Level Administrators and Mainstream Educators 56

2.1.1.1 Increased Services to Top Level Administrators 56

2.1.1.2 Increased Services to Mainstream Educators 58

2.1.2 Increased Focus in MRC Training Activities: Institutes 61

2.1.3 Coordination and Collaboration 64

2.1.3.1 Superintendents' Leadership Council 65

2.1.3.2 Title VII Network 65

2.1.3.3 SEAS and Designated Non-Title VII Districts 66

2.1.3.4 Metro Network (Metropolitan Washington DC Area Network) 70

2.1.3.4 Principals 72

2.1.4 Use of Technology for teaching and learning 73

2.2 Summary of Client Responses to Training and Technical Assistance Activities 75

2.2.1 Summary of Workshop Evaluations 75

2.2.2 Analysis of Client Responses to MRC Services 76

CHAPTER 3: ENVIRONMENTAL CHANGES: TRENDS AND ISSUES

3.0 Introduction 82

3.0.1 "Imagine a school..." 82

3.0.2 Goals 2000 and Content Standards: the LEP population 84

3.1 Trends 85

3.1.1 Performance-Based Education 85

3.1.2 Proficiency Testing 85

3.1.3 Search for Innovative Instructional Tools: "High Tech" trends and Computer Technology 86

3.2 Impact of trends in service area 87

3.2.1 Impact of Performance Based Education and Proficiency Testing 87

3.2.2 "High Tech" and Computer Technology 88

3.3 MRC Response to Trends and Impact 89

3.3.1 Coordination with SEAs and LEAs 89

3.3.2 Training 90

3.3.2.1 Training on Technology 90

3.3.2.2 Training of Mainstream Educators 91

3.4 Guiding Principles: Equity and Excellence 92

LIST OF TABLES

Table I - Distribution by School District and Total LEP Population as Compared with Total School Population by State 4

Table II - Number of Title VII Funded Programs by Type and State 1993 - 1994 8

Table III - Content Area of Technical Assistance and Training and Quick Action Services by State 1993 - 1994 36

Table IV - Technical Assistance and Training by Initial - Follow-up Activity / Type of Activity 1993 - 1994 39

Table V - Mode of Service 40

Table VI - Technical Assistance and Training Participants by Number and Type of Participants and by the State 1993 - 1994 42

Table VII - LEA/SEA Service Feedback Summary 78

LIST OF FIGURES

Figure I - LEP Student Population by State for 1993 - 1994 5

Figure II - LEP Student Population by State for 1991 - 1992, 1992 - 1993, and 1993 - 1994 7

Figure III - Percent of LEAs Reporting LEP Student Enrollment by State for 1991 - 1993, 1992 - 1993, and 1993 - 1994 7

Figure IV - Percent and Type of Participants in Training and Technical Assistance 1993 - 1994 38

Figure 5 - Affiliation of Participants 1993 - 1994 44

LIST OF APPENDICES

Appendix A - Summary Reports of MRC Activities

Appendix B - Annual Regional Conference and Coordination Meeting Program

Appendix C - Activities with Superintendents

Appendix D - Selected MRC Institute Programs

Appendix E - Workshop Evaluation Form

Appendix F - Service Feedback and Impact of Services Forms

CHAPTER 1

MAJOR ACTIVITIES

1.1 DESCRIPTION OF SERVICE AREA 3

The service area of the Mid-Atlantic Multifunctional Resource Center (MRC-3) includes eight states: Delaware, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania, Virginia, and West Virginia, and the District of Columbia.

1.1.1 Demographics of the Region

The LEP student population in the Mid-Atlantic Region continues to be characterized by vast linguistic, socioeconomic and cultural diversity. State population surveys of the past year showed increases in the total numbers of LEP students in almost every state in the Mid-Atlantic region. Some states were marked by a growth rate of 10 percent or more. Many of the new arrivals are from parts of Eastern Europe and Africa affected by war and civil strife. Several of the states in the region continue to report an increased and rapid spread of this population in their more rural and remote areas, mirroring a nationwide trend.

The Service Region includes large urban and suburban centers with great numbers of LEP students, such as the bedroom communities of New York City in Northern New Jersey, the Washington, DC-Baltimore metropolitan area, the city of Philadelphia, and the northern Ohio school districts in the Cleveland area. The more rural areas of Maryland, Delaware, Kentucky, Ohio, Pennsylvania, Virginia and West Virginia are also included in this diverse region.

As is the case for the nation as a whole, the growing number of linguistically and culturally diverse students has stimulated an ongoing interest and need for multicultural instructional approaches, and increased the demand for teachers who are trained and experienced in working with diverse student populations. This factor, coupled with the current educational push toward maximum inclusion of all students, is generating an ever spiraling demand for the "mainstream" educator to act as the teacher, mentor, counselor and instructional leader of this ever diverse population. Targeted and focused in-service program designs, flexible pedagogical approaches, in-depth cultural sensitivity strategies, and appropriate use of technological advances must be included in any staff development activity for teachers who serve the language minority population. Following the highly praised "Total Quality Management" (TQM) approach to success in the business sector, public education is also beginning to embrace a total team approach to educating students. This has resulted in a steady increase in interest and participation of administrators in issues involving Language Minority Student education.

Major language groups in Region 3 include Spanish and Southeast Asian languages, especially Vietnamese, Thai, Lao and Khmer. In addition, there are sizable numbers of Eastern European and African languages, as well as East Asian languages such as Chinese, Japanese, and Korean. Languages of the Indian Subcontinent, such as Gujarati and Hindi, are represented in New

Jersey. A substantial number of Spanish speakers are concentrated in New Jersey and Pennsylvania. Japanese students are present in Kentucky, Western Pennsylvania and Ohio as a result of increased industrial activities in those states. Newer arrivals from the former Soviet states, the former Yugoslavia, regions of Africa and the Caribbean reflect conditions and events around the world.

Bilingual education programs traditionally target some of the larger language groups and larger concentrations of students; however, there are many less common languages and smaller concentrations of students for whom bilingual programs are scarce or non-existent.

As in the past, demographic data for the Service area was obtained through personal communications with SEAs during the project year, regular contact with LEAs during training and technical assistance activities and data reported by the states to government agencies such as OBEMLA.

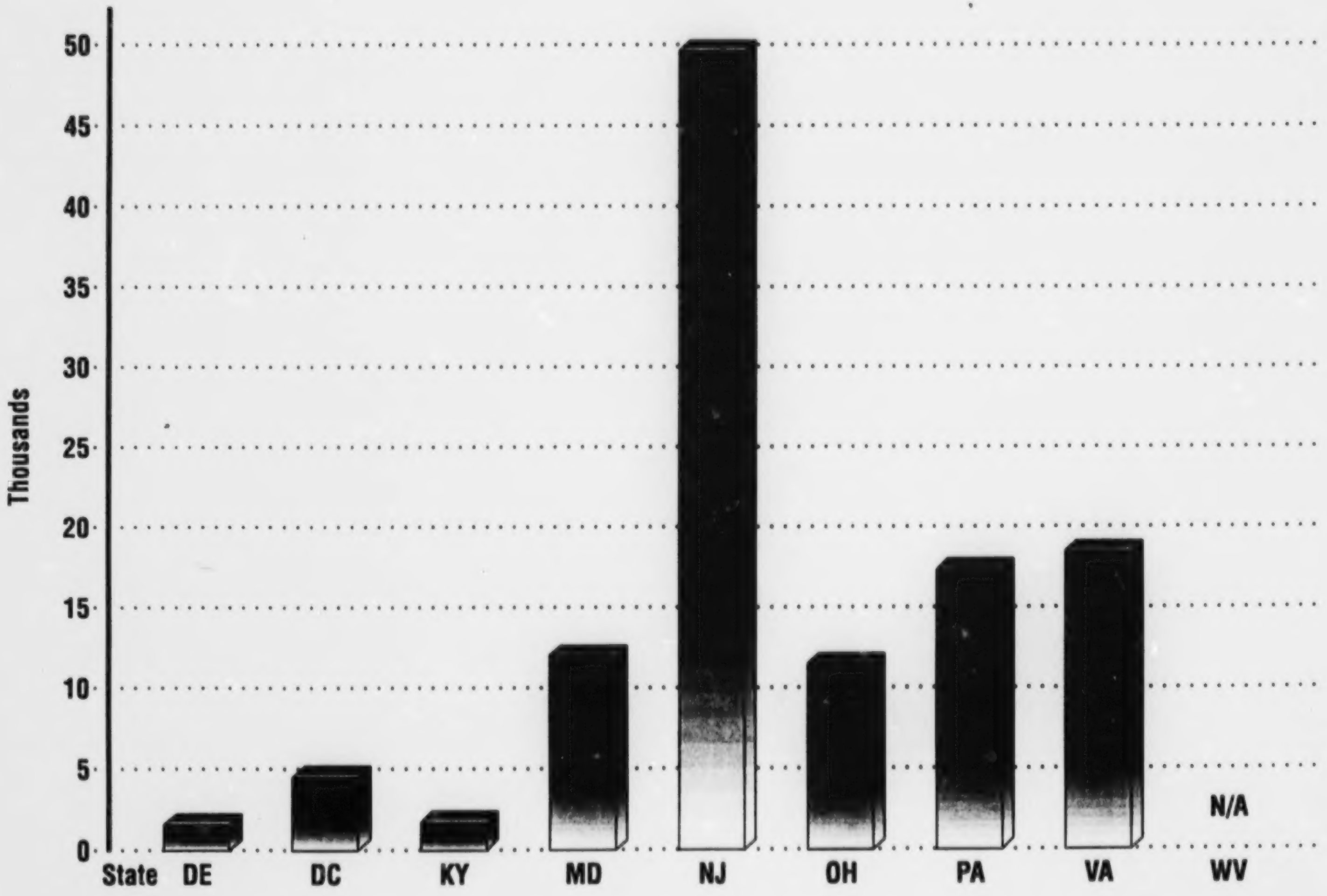
Table I shows the number of school districts in each state in Region 3, the number of districts reporting LEP students, the total public school population in each state, the total LEP population, and the LEP population as a percent of the total population for the 1993-1994 school year. **Figure 1** shows LEP populations by state.

TABLE I

Distribution by School District and Total LEP Population as Compared with Total School Population by State

State	Number of School Districts	School Districts with LEP Students	Total Public School Population	Total LEP Population	LEP Population as % of Total
Delaware	19	17	105,547	1,585	1.5
District of Columbia	1	1	80,937	4,436	5.4
Kentucky	176	54	751,780	1,706	0.2
Maryland	24	22	736,238	12,076	1.6
New Jersey	611	470	1,151,610	49,670	4.3
Ohio	612	224	1,841,989	11,539	0.6
Pennsylvania	501	400	1,744,082	17,290	1.0
Virginia	134	128	1,045,471	18,598	1.8
West Virginia	55	N/A	N/A	N/A	N/A

Figure 1
LEP Student Population by State for 1993 - 1994



COMSIS, Mid-Atlantic Multifunctional Resource Center

Figures 2 and **3** show changes in the LEP population by state for the 1991-1992 to 1993-1994 period. **Figure 2** shows the changes in LEP populations of each state for the past three years, taking a slight dip last year and increasing again this year. **Figure 3** indicates that the percent of school districts within each state reporting LEP students increased in almost every state.

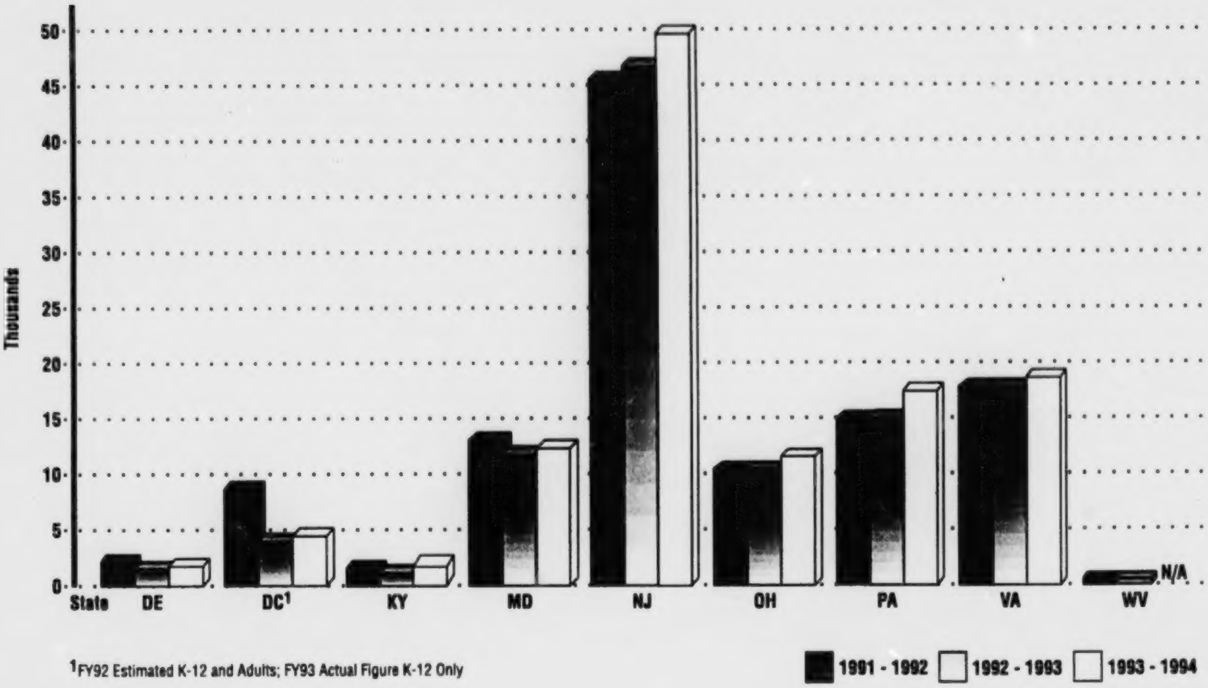
1.1.2 Title VII Funded Programs in Region 3

Agencies in Service Area 3 received a total of **49 Title VII grants** in the 1993-1994 academic year, of which 29 were classroom instructional projects (Developmental Bilingual Education, Transitional Bilingual Education, Special Alternative Instructional, Academic Excellence and Special Populations Programs), and fourteen were training grants (Fellowships, Educational Personnel Training, Short Term Training and Training Development and Improvement Programs). Six of the nine states in the Region received SEA Grants. **Table II** shows the distribution of Title VII grants by type and state. The types of grants are divided into Classroom Instructional Programs (CIPs) and Secondary. This reflects the priority for service by the MRC.

1.1.3 State Characteristics

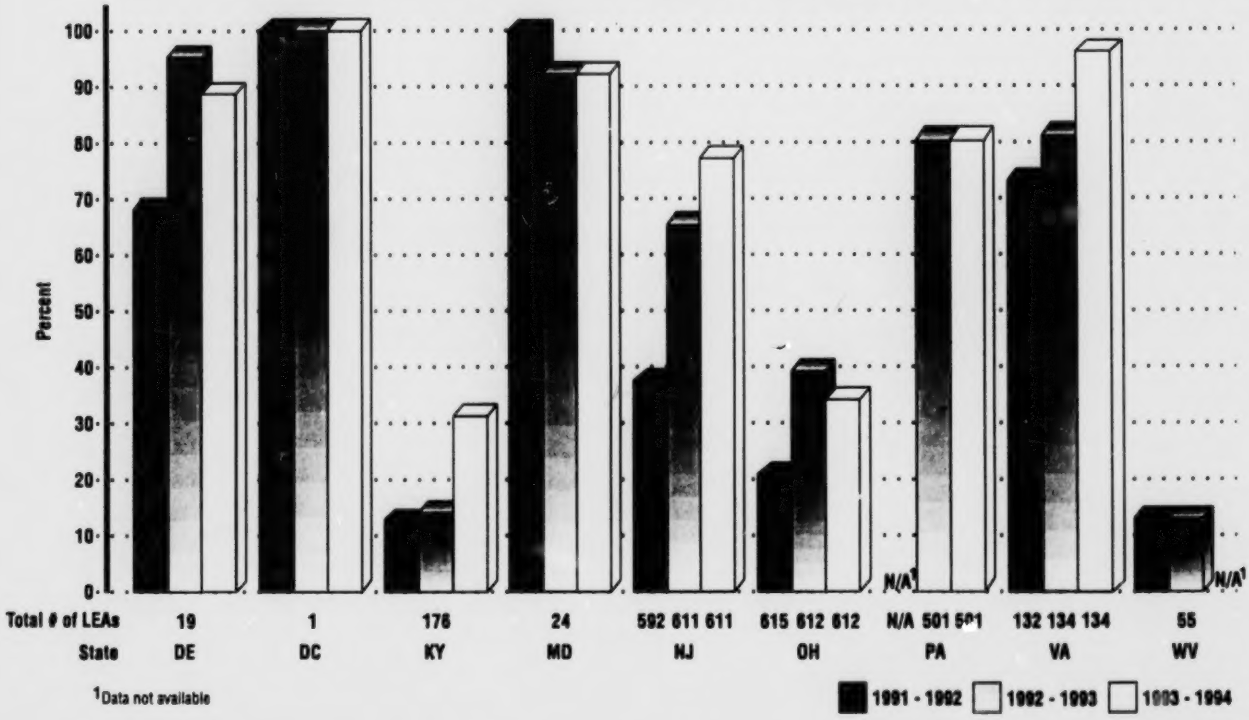
The continuing shifting nature of the population in the region, combined with the major education reform movements of the past few years, initiating changes in curriculum, teacher training, assessment, collaboration and partnerships, have meant that the MRC must not only broaden the range of information, training and technical assistance that it provides, but that it

Figure 2
LEP Student Population by State for 1991 - 1992, 1992 - 1993, and 1993 - 1994



¹FY92 Estimated K-12 and Adults; FY93 Actual Figure K-12 Only

Figure 3
Percent of LEAs Reporting LEP Student Enrollment by State for 1991 - 1992, 1992 - 1993, and 1993 - 1994



¹Data not available

TABLE II

Number of Title VII Funded Programs by Type and State

1993 - 1994

SERVICE AREA 3	TITLE VII										
	CIPs					Secondary					
	DBE	TBE	SAIP	AE	SPP	SEA	STT	TDIP	EPT	FLW	TOTAL
DE			**1**			**1**					**2**
DC		2	3		1	1	1			1	9
KY		**1**	**2**			**1**					**4**
MD			6			1	2		1		10
NJ		**1**	**1**			**1**			**2**	**1**	**6**
OH		2	2			1			1		6
PA	**1**		**2**	**1**						**2**	**6**
VA	1		2					1	1	1	6
WV											**0**
TOTAL	2	6	19	1	1	6	3	1	5	5	49

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must also realign its human and financial resources to respond rapidly to meet the changing needs of the region. The increased demand for a multiplicity of instructional options, the requirement that mainstream educators be trained and retrained along with Bilingual and ESL personnel, has meant that the COMSIS Mid-Atlantic MRC needed a new thrust and focus. As a result, more targeted and long-term staff development activities were implemented in all states and resources were adjusted to reflect the changing needs and assure capacity building abilities.

As mentioned above, a major training need for the states has been to train not only mainstream teachers, but administrators and other personnel who come in contact with linguistically and culturally diverse students. Availability of financial resources also determined the amount and type of training that the MRC was willing and able to provide. Multi-day institutes were planned for all states in the region. Education reforms at the local level combined with the incentives of the national education goals resulted in training activities targeted to reach those goals.

The MRC has worked not only with individual districts, but has made a significant effort to get the collaboration and commitments of SEAs and IHEs in its training activities. As in previous years, the MRC continues to work closely with LEAs and IHEs to form consortia, in order to combine resources and opportunities. The Washington, D.C. Metro Network, the Eastern Shore of Maryland Educational Consortium, the Charlottesville (Virginia) Roundtable, a planning meeting in Richmond, Virginia with ESL supervisors, Baltimore TESOL, Kentucky TESOL, New Jersey TESOL, WA [Washington Area] TESOL, the International TESOL and the Institute at the University of Findlay (Ohio) are all examples of dynamic MRC collaborative activities at multi-district levels. A state-by-state overview and demographic trends of the Region follow.

DELAWARE

Overview

Delaware is spearheading the education reform movement and implementing "systemic change". In its comprehensive reform efforts, the Delaware State Department of Education is developing curriculum standards, along with a new statewide assessment system based on performance outcomes. There was recently a movement toward English Only, which was passed by the legislature but vetoed by the governor. In response to such movements, efforts are being made to voice support for the local ethnic groups.

Demographics

Delaware has a relatively small LEP population of 1585 students in its public schools. These children comprise less than 2 percent of the total school enrollment of 105,547. Of these students, 1116, or 76 percent, are being served by district LEP programs. The largest group of LEP students is located near Wilmington in the Red Clay School District. The population is primarily Hispanic, Caribbean, Asian and Middle Eastern. Cape Henelopen, Lake Forest and Milford Schools Districts have enrolled significantly high proportions of Hispanic students.

School districts with high LEP enrollments include Christina (249), Indian River (107), Seaford (100) and Colonial (121).

The 1585 LEP students in Delaware represent 45 different language backgrounds. The six most commonly represented languages are Spanish, Haitian Creole, Korean, Hindi, Vietnamese, and Arabic.

Educational Conditions

Because many schools have very small numbers of LEP students, no specialized staff is available. The greatest need is to provide technical assistance and additional services in teacher training to the teachers and administrators in these schools.

Programs to Serve LEP Students

Red Clay Consolidated School District has received a Title VII Special Alternative Instructional Program (SAIP) Grant for English and Spanish. The SEA is the only other Title VII funded project in the State.

DISTRICT OF COLUMBIA

Overview

Washington, the District of Columbia, is one of the most culturally and linguistically diverse cities in the United States. The public schools have identified 7698 students as Language

Minority; in May 1994, 4436 of these students were identified as LEP or NEP (2341 and 2095, respectively), up from 3915 the year before. The foreign student population comes from 148 different countries and speaks 116 languages. Non-public schools in the District of Columbia also serve NEP and LEP students, but accurate numbers and other data regarding these students are not available.

Such a diverse student population has complex cultural, linguistic, and educational needs. To meet the needs of this and other groups within the city, the school system has been undergoing dramatic restructuring over the past three years.

Demographics

Almost half the language minority students were born in the United States (3720), with the next largest number coming from El Salvador (1192). The third largest group is from Vietnam (320); this is also one of the fastest growing groups. Substantial numbers of students from other Central American countries, South America, Indochina, Asia, North Africa, and the Caribbean Islands have also moved into the District of Columbia in recent years. The largest language groups are Spanish (61%) and Vietnamese (4.5%). The most recent groups of immigrants come from rural areas of El Salvador and from Vietnam. Many lack not only English skills but also academic skills.

Educational Conditions

The District of Columbia Public Schools (DCPS) system, which currently has one locally funded two-way or developmental bilingual program in Spanish at Oyster Elementary School, is in the process of establishing additional programs at other schools. The Language Minority Affairs Branch is working with principals at other elementary schools and at one middle school to establish Spanish immersion programs. Students who speak Mandarin, Cantonese, Vietnamese or French and attend schools where those languages are concentrated also have some limited bilingual or first language instruction available. Practically all students designated as LEP or NEP receive ESL instruction. Additionally, those schools with large concentrations of LEP or NEP students are beginning to explore various sheltered English approaches.

DCPS is currently conducting a bilingual administrator retooling program. This program, funded directly by Congress, is operated under a contract with George Washington University. Under this contract, principals in buildings with large numbers of language minority students are provided with training to make them more aware of the needs of their students and ways in which those needs can be met.

Programs To Serve LEP Students

There were a total of eight Title VII grants (not including the Evaluation Assistance Center - East) in the District of Columbia. Six were classroom instructional projects (two Transitional Bilingual Education Projects, three Special Alternative Instructional Projects and one Special

Population Project). All but one of the classroom projects were awarded to DCPS, with the sixth grant going to a non-public school. DCPS also had an SEA grant. The remaining grant is a training grant (Short-Term Training) at a nonprofit research center.

KENTUCKY

Overview

Kentucky has a small but growing LEP population of 1706 students, which represents an increase of over 60 percent from last year. Not only is the LEP population in the state growing, but the percent of districts reporting LEP students enrolled has doubled to 31 percent. The adjustments necessary to respond to this significant increase and spread of the LEP population are complicated by KERA, the Kentucky Education Reform Act, implemented throughout the state in 1990 and which continues to change and develop. KERA has required radically different pedagogical and assessment approaches that apply to all students, including LEP students. These reforms are still being implemented.

Demographics

Kentucky's 1706 LEP students are concentrated in Boone and Jefferson Counties and, to a lesser extent, in the Bowling Green (Warren County), Elizabethtown and Lexington areas. The rest of the LEP population is spread thinly throughout the state, with perhaps one or two students per school, often in very rural areas.

Available data indicate that Vietnamese is the most common language of the LEP population in the state (approximately 24 percent). The second most common language is Japanese (approximately 20 percent) followed by Spanish (approximately 16 percent). The remaining 40 percent of the population speak over 50 different languages from Eastern and Western Europe, as well as all parts of Asia and Africa. All of these other language groups, however, are represented by fewer than 100 students, the majority by ten or fewer. The newer arrivals are from Eastern Europe and regions of Africa that have been recently subjected to wars and civil unrest.

Educational Conditions

It is anticipated that the changes generated and implemented as a result of KERA will have an impact on LEP populations; educational strategies, process writing, journals and portfolios, which are recommended for LEP students, are now being instituted for all students.

Limited professional resources are spread very thinly, with trained ESL staff frequently covering many schools over a large region. Since many schools do not have enough students to justify ESL staff, the MRC has been working with the State Education Department to help it reach its professional development objectives.

Programs To Serve LEP Students

Kentucky has four Title VII programs: two in Louisville (a Transitional Bilingual Education grant and a Special Alternative Instructional Program grant), and a second Special Alternative Instructional Program grant in Boone County in the north of Kentucky. The fourth grant is to the SEA.

MARYLAND

Overview

Maryland's LEP population has grown in concert with its overall population, and currently stands at about 1.6 percent. Numerically, the overall LEP student population has grown from 11,791 to 12,076. Maryland Functional Tests continue to have a sizable effect on LEP students at the middle or high school grades. These students must pass the tests in order to graduate from high school, but, as with all LEP students, it may take years for them to "catch up" to their non-LEP peers and be able to succeed on the tests. However, special preparation for the tests is provided. Also of concern is the English Only legislation that was recently vetoed by the Governor but which clearly had considerable legislative support.

Demographics

The largest concentrations of LEP students remain in the suburban areas adjacent to Washington, D.C. In terms of LEP populations, the two largest counties are Montgomery County (5674 LEP students) and Prince George's County (2840 LEP students). These two have seen a shift, with

Montgomery having a drop of over 350 LEP students and Prince George's having an increase of about 240 LEP students.

The next largest concentration of LEP students in Maryland is in the Baltimore area, with the city having 462 students, up from 297 last year -- an increase of 56 percent, and the county showing an increase from 967 LEP students to 1310 -- a 35 percent increase.

The Eastern Shore area has been undergoing significant demographic shifts, and LEP students are appearing in slightly larger numbers in Dorchester, Caroline, Somerset, Wicomico and Kent counties.

Educational Conditions

While the student population of Maryland varies considerably, the results of standardized tests have shown a very high success rate across the board. Urban Baltimore students (LEP and mainstream), however, did poorly in the mathematics functional tests.

The range of academic performance for LEP students is quite broad; their academic success tends to reflect their educational and social backgrounds and requires a broad diversity of programs, from ESL programs to enrichment to basic literacy.

The Eastern Shore of Maryland has developed a consortium through Title VII that is training teachers to work with the migrant and other language minority students of the area.

The Baltimore City Schools ESL Department has worked intensely with the content and ESL teachers, especially in math and science. The results of functional tests in general demonstrate the need for work in this area.

The Title VII program in the Harford County area has for the past several years been working with teams which include reading specialists and ESL teachers. Howard County has also worked to develop ESL support.

Programs to Serve LEP Students

There are ten Title VII grants in the state of Maryland. Six are Classroom Instructional Program grants, all of them Special Alternative Instructional Programs. The SEA has a grant, two LEAs have Short-Term Training grants and one IHE has an Educational Personnel Training grant.

NEW JERSEY

Overview

Changes, political and organizational, within the state created initial uncertainties about programs for LEP students. New Jersey state law requires that districts submit an annual program plan to the Office of Bilingual Education describing their LEP population and services which the district will implement. In addition to Bilingual categorical aid received from the state, local funding must also be allocated. In the 1993-1994 school year, the Office of Bilingual Education reviewed and approved 470 district plans for the 611 New Jersey districts. The state is making every effort to train and to coordinate activities for ESOL and mainstream teachers for a growing population of students.

The reorganization of the New Jersey Department of Education has resulted in the establishment of the Office of Bilingual Education and Equity Issues. This broadens the mission and concept of bilingual education to address Goals 2000 and standards for LEP students in coordination with services of other divisions within the Office of Education.

Demographics

The increase in LEP population has been significant in the state. The number now exceeds 49,670 -- an increase of more than three thousand students. The geographic spread of LEP students continues as noted a year ago. This geographic distribution implies that the state and school districts must redouble their efforts to train an even greater number of professionals and paraprofessionals. Spanish speakers remain the dominant language group, with students coming from Puerto Rico, Cuba, the Dominican Republic and Columbia primarily. The LEP student population is mainly located in the five northeastern counties of Essex, Hudson, Passaic, Bergen and Union City, and, in addition to Spanish, includes Portuguese, Gujarati, Korean, Vietnamese, Japanese and Arabic speakers. There are also pockets of Russian and Polish speakers in a number of counties. Efforts continue to be made to serve all the LEP students in appropriate programs.

The complexity of the programs in the state is exemplified in Bergen County, where, in the Garfield School district, three types of part-time bilingual program models are serving three language groups: Polish, Spanish and Macedonian.

Educational Conditions

Ninety-four school districts have full- or part-time bilingual programs; One hundred eighty-six school districts have ESL programs and 190 school districts have English language services. These programs are allocated based upon the numbers of LEP students in a given district. The Office of Bilingual Education approved 78 full-time program models and 241 part-time program models. Staff development is geared, whenever feasible, in all of the counties to train ESL/bilingual and mainstream teachers.

In the interest of stimulating districts to apply for grants, the MRC was asked to give a multidistrict workshop for counties interested in an overview of Title VII grants. There has been some discouragement since, despite proposal writing efforts, LEAs in the state have not been granted awards.

Programs To Serve LEP Students

There were two funded Title VII Classroom Instructional Programs in 1993-1994: a Transitional Bilingual Educational (TBE) project in its fifth year in Union City and a Special Alternative Instructional Program (SAIP) in its second year in Newark. Two Educational Personnel Training (EPT) grants and one Fellowship program are also being funded at two local universities. An additional grant, a DBE, was awarded to Englewood Public Schools in July of 1994. A workshop series, designed to help the project director and the teachers with this DBE grant has already been initiated following planning sessions with the LEA. The SEA also has a grant.

OHIO

Overview

Since 1986, Ohio has seen large increases in the LEP population. Two hundred LEP students were reported in 1986, while in 1992-1993 (the most recent figures available) 11,539 LEP students were reported. Many of the students are recently arrived refugees.

Approximately 50 percent of the LEP population is Hispanic. Other ethnolinguistic groups with large concentrations of students include Asian/Indochinese, Arabic speakers, and Eastern Europeans. There are increasing numbers of students from Jerusalem and Ethiopia in the school districts of Columbus and Cleveland.

To reduce the burden on school districts, the SEA requests only demographic data contained in an OBEMLA-devised survey form. This form does not include a breakdown by language nor the number of teachers who are certified. In addition, a new computerized data collection system has being implemented, which reduces the amount of information which must be sent to the SEA on paper. Any requests to school districts for data outside of the reporting guidelines must be justified.

Demographics

The Ohio SEA reports that in 1992-1993 there were 11,538 LEP students in 224 of the 612 Ohio public school districts, a number which represents a 10 percent increase over the 1991-1992 school year. The number of school districts reporting LEP students, 224, is down from 236 the previous year. This is most probably an artifact of the collection process, however, as a number of districts had not yet reported to the SEA at the time of this writing. In 1991-1992, 9052 LEP students were enrolled in instructional programs specifically designed to meet their educational needs; 1544 LEP students in public school were not enrolled in such programs.

Many districts find that their LEP students need intensive academic support. Akron has a large refugee group from Vietnam, Cambodia and Laos. These are "at-risk" students, with little or no English, whose parents lack formal education, and who receive public assistance. Youngstown, with one of the highest unemployment rates in the nation for adults and youth, has a large Hispanic LEP population. Cincinnati is a resettlement site for Cambodian refugees under the Cambodian Cluster Project.

In 1993, Columbus had an eligible immigrant LEP population of approximately 679 from 52 nations, the largest group from Southeast Asia (273). Cleveland had approximately 778 eligible immigrant students from 58 nations, the largest group from Eastern Europe (246). These figures for Columbus and Cleveland do not represent the total number of LEP students within the school population, but only "Eligible immigrants" under the Emergency Immigrant Education Assistance Program. Thus this figure does not include native-born Puerto Rican or Mexican American LEP students or other immigrants.

Educational Conditions

The three overriding issues for the SEA in Ohio are proficiency testing, the move toward Multicultural education and restructuring. All high school students, including LEP students, must take the proficiency tests. Although there is a waiver for first-level ESL students, all must pass the proficiency test by the end of twelfth grade to receive a "regular" high school diploma. District diplomas or certificates which are currently awarded with or without passage of the test may be disallowed in the future. The 12th grade proficiency tests were administered to all eligible 12th grade students in February 1994. In addition, a fourth grade test was field-tested in the spring of 1994. The schedule calls for the fourth grade proficiency test to be administered in March of 1995, and for a sixth grade test to be field tested next spring, and administered in March 1996.

The Ohio State Ninth Grade Proficiency Tests have had a great impact on LEP students in the state. Students are tested in math, reading, writing and citizenship. A science test was added in 1994.

Efforts are currently underway to shift toward "multicultural education" around the state. State guidelines are being drafted, and efforts are being made to coordinate multicultural education with ESL. The impact that this will have on the education of LEP students is not yet evident.

A great deal of restructuring is currently underway at the Ohio State Department of Education. The Lau Center, no longer designated as part of EEO (Equal Educational Opportunities), now falls under "Student Development", and the Lau Center title has been modified to read "Lau Resource Center for ESL and Bilingual and Multicultural Education." The Student Development division includes departments such as "Career Development", as well as "Guidance Counseling and Development", and "Prevention, Health, and Family Involvement". This means that the Director of the old EEO has increased responsibilities, beyond the LAU, Effective Schools, Equity and Urban Programs.

School restructuring has been aided by grants designated by the Governor. These "Ohio Venture Capital Grants to Restructure Schools" are set at $25,000 per school for five years. So far, 320 have been awarded, and 40 more will be awarded in September 1994. The grants are evaluated by the Ohio Department of Education, and are distributed between rural, urban and suburban schools. The grant proposals must address school improvement issues, including teaching and learning, staff development, assessment, governance, and organization, with an emphasis on professional development. They must be based upon an existing model (e.g., North Central Schools, Comer Model, Coalition for Essential Schools) and must demonstrate that they have community and school staff support.

The restructuring trend has led to reinterpretation of the instructional programs provided for LEP students in some districts. For example, in Cincinnati, ESL has been grouped with Foreign Languages (rather than with English), a change from teaching English as a Second language to English as a Foreign language. The change threatens the academic and affective support now given to LEP students in ESL classes.

Programs To Serve LEP Students

LEP students in Ohio were enrolled in four Title VII projects, two of which were Special Alternative Instructional Projects, and two of which were Transitional Bilingual Education Projects. There was one Educational Personnel Training grant, and the SEA also receives Title VII funding.

PENNSYLVANIA

Overview

The LEP population from Pennsylvania has increased from about 15,000 to 17,290 students, according to a survey conducted in December of 1993. The distribution of LEP students is both rural and urban, and, as a recent New York Times article discussed, has included migration of families from New York City to small towns and cities like Allentown. As a result, most districts in Pennsylvania need services for LEP students. While most of the LEP students are Spanish-speaking, there are also students reflecting a broad diversity of languages and cultures, including Southeast Asian and Korean. Russian and Bulgarian speakers represent a new presence in the state as those populations leave Europe.

Demographics

Pennsylvania, as with other states in the region, has an LEP student population in both urban and rural areas. In some rural areas this means that there is a need for ESL teachers for whom employment can only be offered part-time and it is difficult to attract and maintain staff. Indications from state data report that 80 percent, or approximately 400 of the 501 districts in the state have LEP students. Each of the districts has some kind of program to serve the students. The programs may range from school-based ESL teachers to itinerant teachers; some intermediate units serve multiple districts in more rural areas where the numbers remain small while other districts rely on volunteer literacy programs.

Pennsylvania also has a large rural migrant population, of which 90 percent are Hispanic, from Florida, Mexico and Texas, but with an increasing number of Vietnamese and Cambodian migrant workers. The Pennsylvania Migrant Education program currently serves some eight thousand migrant students.

Educational Conditions

The largest educational shift has been the continued movement toward performance-based standards, curriculum regulations and statewide assessments in reading, writing and mathematics. By state regulation, Pennsylvania will, by 1999, have performance-based assessment in place. Certification and placement of trained teachers in ESL or in Bilingual education remains an issue. There also seems to be a general trend toward inclusion of ESL students in regular classrooms rather than pulling them out for services. There is also some movement toward school-based control rather than central services in cities like Pittsburgh and Philadelphia.

Programs To Serve LEP Students

Most programs are ESL-oriented. The Title VII projects in Pennsylvania include two Special Alternative Instructional Program grants, one of which is an intensive summer school program. In addition, there are two training Fellowships, one Developmental Bilingual Education Program grant at the middle school level, and one Academic Excellence Program. The SEA does not receive a Title VII grant.

VIRGINIA

Overview

Virginia has had a steady increase in its language minority population, which has, over the past decade, grown from just over 10,000 students to the current (fall 1993) total of 18,598.

Demographics

The largest concentration of LEP students remains in northern Virginia, especially Fairfax (8986) and Arlington (2866) Counties, and Alexandria City (1045). These areas are in the vicinity of Washington, DC, and have 75.9 percent of the LEP population in the state. The next largest populations are in the Tidewater and Richmond areas, with 9 percent and 6 percent respectively.

Virginia's LEP population is highly varied in countries of origin and educational backgrounds. The major groups represented are Hispanic (48.9%) and Vietnamese (12.1%), Korean (6.8%), Chinese (3.5%), Urdu (3.4%), Tagalog (3.2%), Persian (2.3%), and Cambodian (2.2%). In all, there are now over a hundred languages backgrounds represented.

More school districts in Virginia are reporting LEP students for the first time, repeating the demographic pattern seen in the rest of the region. In 1989 64 percent of the districts reported ESL students. That number has now risen to 96 percent.

Educational Conditions

As the population continues to grow, teacher training needs for both areas, the one with higher concentration of students and the more remote rural areas, have increased as well. The SEA has been involved in trying to meet some of the training needs, especially for districts that have never had LEP students, by offering courses through distance learning. In addition, there are migrant students, especially in the Shenandoah and Eastern Shore areas who are on a very different calendar of activities and require special summer programs and services. These areas have an acute need for trained staff and are moving forward to address these needs through increased staff training activities.

The state is undergoing changes under a new governor who is opposed to many of the earlier reform efforts. The statewide "Virginia Literacy Passport Test" continues to be a problem for LEP populations who are required to pass the exam after a three-year grace period and are not matriculated until they do so.

Bilingual education programs have continued to be popular in northern Virginia, where some schools have developed partial immersion bilingual programs. Many schools in the same region have developed special innovative and effective programs of ESL in the content areas. In the rest of the state, however, bilingual programs do not exist and even ESL services are minimal.

Programs To Serve LEP Students

The SEA has continued to provide an opportunity to those who serve LEP students to remain informed and to network. The SEA has also kept a program going using distance learning through Virginia Tech to train teachers throughout the state. The larger school districts in Northern Virginia have well-developed programs. However, the rest of the state still needs to develop services. There is a total of five Title VII projects this year, three Classroom Instructional Programs (one Developmental Bilingual Education grant and two Special Alternative Instructional Program grants) and two training grants (one Educational Personnel Training and one Fellowship). All of the grants are located in Northern Virginia.

WEST VIRGINIA

Overview

West Virginia has a small but growing limited English proficient student population scattered throughout the mostly rural State. This makes the provision of services difficult, with most LEP students being served by a reading specialist, speech therapist, resource teacher or other teacher who may have had some course work related to ESL methodology, some in-service training, or no special training.

Demographics

The most recent figures available, spring 1990, indicate that the total school enrollment was 336,342, with 296 limited English proficient students (less than .08% of the total). At that time

LEP students were rather evenly distributed between the secondary and elementary grades. The largest language group represented in the State was Spanish at 39 (14%), followed closely by Chinese (Cantonese and Mandarin) at 30 (11%), Arabic at 28 (10%), Asian subcontinent (Hindi, Urdu, etc.) at 26 (10%), and Japanese at 25 (9%). While an accurate count has not been made since that time, anecdotal information from the SEA and from LEAs calling the MRC for assistance seem to indicate that the number of LEP students has increased, as has the number of districts enrolling LEP students.

Kanawha County and the eastern panhandle of the State appear to have the largest concentrations of LEP students, with Harrison County and other districts anticipating the arrival of many students as federal government offices and private corporations are relocated into the region (e.g., the FBI fingerprint center).

Educational Conditions

West Virginia University currently offers teacher training courses that address English language instruction, but the focus is on adult ESL methodology. The West Virginia SEA no longer has a Title VII grant and is not currently collecting data on limited English proficient students statewide.

MRC services in West Virginia have included telephone discussions with the SEA concerning trends in the state, as well as telephone consultations with LEAs which have requested information. A package of materials on working with LEP students was developed and sent to several LEAs who received their first LEP students during the past year.

Programs to Serve LEP Students

During 1993-1994, there were no Title VII grants in West Virginia, and only minimal services are available to LEP students in the state. Kanawha County, which includes Charleston, has two itinerant ESL teachers that serve students in schools scattered throughout the county. The SEA continues to act as a central point of contact in the state and provides the LEAs and individual teachers with resources from a lending library upon request.

1.2 SUMMARY DESCRIPTION OF MRC SERVICES AND ACTIVITIES

The COMSIS MRC has strived to provide its clients with as much customized service as possible. The diversity of the Service Area is reflected in the variety and flexibility of MRC services. Services vary in type and content, and are flexible in design, delivery and types of participants. This variety demonstrates the responsiveness of the MRC in meeting the training needs of its clients and the changing educational conditions of the region. Highlighted in this summary are the following tasks: Outreach and Coordination, Training and Technical Assistance, Gathering Information and Staff Development.[1] A computer generated Summary

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[1] All numbers and descriptions of MRC services in this report are for the period October 1, 1993 to August 31, 1994. A complete report of services for September 1994 will appear in the monthly report for that period.

Report of Training and Technical Assistance, 1993-1994 is attached as **Appendix A** of this report.

1.2.1 Outreach and Coordination

Outreach and Coordination Activities are divided into four subtasks: the Annual Regional Coordinating Meeting with the SEAs, the Annual Regional Conference, Services to Educational Administrators and Other Outreach and Coordination Activities.

SEA Coordinating Meeting

The Annual Coordinating meeting, held in November of 1993, was an immense success, with most of the nine SEA coordinators eagerly comparing and contrasting issues and problems from their respective states. The MRC director and staff met with the SEAs as a group and individually, to discuss the needs in their states, for coordination of services and to negotiate the Letters of Agreement.

Regional Conference

The Planning Meeting took place in conjunction with the Annual Regional Conference, November 15, 16, and 17th at the Latham Hotel in Washington, DC. About 70 participants attended the conference. A panel of distinguished speakers from OBEMLA and from other Offices in the Department of Education offered presentations on national educational issues. In addition, there were panels addressing state and local issues. In addition to panel presentations, poster sessions provided time for sharing of information on resources and successful practices. These sessions focused on a range of informational topics, including a variety of math and science materials from the National Science Foundation, and technology and computer resources from the MRC, NCBE and the field. The program for the three day activity is attached as **Appendix B**.

Services to Educational Administrators

In contract year 1993-1994, the MRC had numerous contacts with administrators, and assisted them in reaching out to others. Much of this was in connection with the Mid-Atlantic Superintendents' Council and planning related to its meetings. The MRC worked on establishing and continuing the Superintendents Leadership Council in promoting awareness, enhancing knowledge and increasing support for programs for LEP students. The MRC also expanded its efforts to include administrators in its training and technical assistance activities. **Appendix C** includes MRC activities with Superintendents and the program of the Second Institute of the Superintendents' Leadership Council.

Other Outreach and Coordination

Major outreach and coordination efforts included meeting with several consortia, the Metro Network of the Washington area, the Piedmont Round Table in Charlottesville, Virginia, and the Eastern Shore of Maryland Educational Consortium. In addition, several of the SEAs are engaged in statewide network efforts, and the MRC has been an integral part of networks in

Ohio and Virginia. These outreach activities help assure that potential clients are in contact with and utilize the services of the MRC. The MRC has also had increased services and contacts with Migrant programs, in anticipation of the ESEA Bill, which will combine technical assistance to most of its funded programs.

Also included under this task is the maintenance, updating and modification of the Technical Assistance Network (TAN). The MRC continues its effort to broaden the use of this electronic bulletin board and include new kinds of information such as reviews of recent journal articles.

1.2.2 Training and Technical Assistance

The training and technical assistance provided by the MRC can be viewed in three dimensions: content areas, types of services, and types of participants served. Each dimension will be summarized below.

1.2.2.1 Content Areas of Training and Technical Assistance

Training and Technical Assistance

The content area classifications of training and technical assistance used by the MRC include classroom and administrative concerns. **Table III**[2] shows the nine content classifications and the number of Quick Action services by state. Of the 110 training and technical assistance

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[2] All Tables III - VI and Figures 4 and 5 include activities performed under Tasks 3.3, 3.4, 5.1, 5.2 and 5.3. Data for each individual task is included in **Appendix A**.

TABLE III

Content Area of Technical Assistance and Training and Quick Action Services by State

1993 - 1994[1]

SERVICE AREA 3	Curriculum/ Instructional Materials	Educational Technology	Methods of Instruction	Parent Involvement	Program Administration	Program Design	Theory/ Research to Practice	Planning	Other	SUB-TOTAL	Quick Action Services	TOTAL
DE			**1**	**1**				**2**		**4**	**60**	**64**
DC	1		4	3		2	2		5	17	281	298
KY	**1**		**7**			**1**	**1**		**1**	**11**	**68**	**79**
MD	5	2	6			1	4	3		21	228	249
NJ			**2**					**3**	**1**	**6**	**105**	**111**
OH		2	3		1		5			11	147	158
PA	**3**	**1**	**3**			**1**	**4**	**2**	**3**	**17**	**126**	**143**
VA	2		1			2	1	1	1	8	78	86
WV											**13**	**13**
OTHER[2]	2		1		4			2	6	15	141	156
TOTAL	**14**	**5**	**28**	**4**	**5**	**7**	**17**	**13**	**17**	**110**	**1247**	**1357**

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[1] Data from 10/01/93 to 8/31/94 only.

[2] Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Management Institute workshops, Metro Network meetings, and activities with DACs).

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services, one fourth were focused on methods of instruction (28), since teachers were the largest group of participants (see **Figure 4**). The "other" category on **Table III** reflects the tailoring of MRC services to meet the needs of our individual clients.

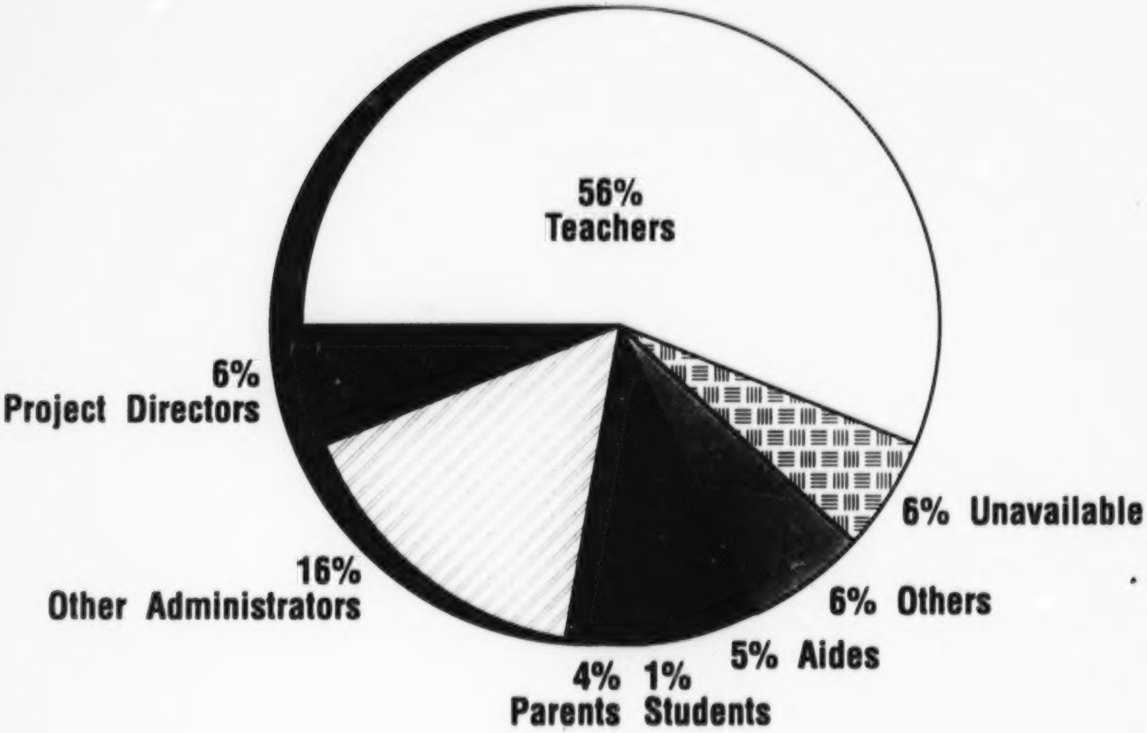
Quick Actions

Quick Action services numbered 1247. The distribution of these services across the states roughly parallels that of the training and technical assistance and are in approximate proportion to the number of grants in each state. A number of Quick Action (141) and training and technical assistance services (15) were performed in "other" states. This other category includes presentations at national conferences such as the OBEMLA Institute/NABE Conference in California. Also included in this category are services performed for OBEMLA, for our sister agencies (e.g., other MRCs, EACs, NCBE, Desegregation Assistance Centers) and for various consortia and certain multistate associations (e.g., the Metro Network, WATESOL, AASA).

1.2.2.2 Types of Services

Tables IV and **V** describe various aspects of MRC training and technical assistance activities. The upper section of Table IV shows that almost three-fourths of the MRC services were initial services, with the remainder following up previously delivered services. An initial service could refer to an activity with a client never before served as well as to an activity on a new or different topic with a previously served client. The lower section of Table IV shows that over 60% of MRC services (68) were conducted for single school districts. The remainder of the

Figure 4
Percent and Type of Participants in Training and Technical Assistance 1993 - 1994[1]



N = 2363

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[1] Data from 10/01/93 to 08/31/94 only.

TABLE IV

Technical Assistance and Training by Initial - Follow-up Activity / Type of Activity

1993 - 1994[1]

INITIAL - FOLLOW-UP	TOTALS
Initial Activity	80
Follow-up Activity	**30**

TYPE OF ACTIVITY	TOTALS
National Activities	13
Statewide Activities	**17**
Multidistrict Activities	12
Single District Activities	**68**

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[1] Data from 10/01/93 to 08/31/94 only.

TABLE V

Mode of Service

	1993 - 1994[1]
Coordination -	**14**
Assistance to Administrators	6
Other Outreach and Coordination	8
Quick Action -	**1,247**
Technical Assistance -	**31**
Consultation	8
Planning	18
Other	5
Training -	**72**
Core Workshop	55
Speech	1
Topic Sequential Workshop	7
Exchange	2
Other	7
TOTAL	**1,364**[2]

[1] Data from 10/01/93 to 08/31/94 only.

[2] Some activities under coordination are also included as topics under Technical Assistance or Training.

training and technical assistance services were evenly distributed among national, statewide and multidistrict events, such as state and local conferences (13, 17 and 12 respectively). This allows the MRC to reach both Title VII and non-Title VII audiences in a cost effective way. Services at national and regional forums allow the MRC to reach out to a wider audience.

Table V shows the mode of service provided by the MRC. Quick Action responses, responding by telephone, fax, mail, in person or via electronic mail (e-mail), are the most common type of service provided (1247). This allows the MRC to provide a wide range of services across all nine states in the Mid-Atlantic region in a cost-effective manner. Following this is training delivered by MRC staff and consultants (72 sessions), reflecting the high level of service provided by the MRC. Other types of services which were provided included technical assistance (26 instances) and coordination (14).

1.2.2.3 Participants in MRC Services

Participants at MRC activities are asked to identify themselves in various ways on the Workshop Feedback forms and on sign-in sheets. In some instances, when the MRC service feedback forms and sign-in sheets were not used, the information was estimated by the service provider. **Table VI** shows the number, category and affiliation of participants at MRC activities by state.

The first category indicates whether or not the participant is a recipient of Title VII funding. One-third of the more than two thousand participants at MRC activities are Title VII funded.

TABLE VI

Technical Assistance and Training Participants by Number and Type of Participants and by State

1993 - 1994[1]

SERVICE AREA 3	Funding			Type of Participants								Level of Participants				
	Title VII	Non Title VII	Unavail-able	Teachers	Aides	Students	Parents	Project Directors	Other Administrators	Others	Unavail-able	LEA	SEA	IHE	Others	Unavail-able
DE	**38**	**42**		**34**	**2**		**33**	**4**	**4**	**3**		**76**	**1**		**3**	
DC	80	267	12	195	7		50	11	49	37	10	160	1	4	184	10
KY	**89**	**159**	**10**	**153**	**3**	**28**	**1**	**6**	**55**	**2**	**10**	**240**	**4**		**4**	**10**
MD	221	153	4	250	19	1		24	30	24	30	361	1	3	13	
NJ	**24**	**113**		**68**		**1**		**2**	**64**	**1**	**1**	**74**	**3**	**11**		**49**
OH	78	188	1	141	80		2	8	16	19	1	262	5			
PA	**92**	**292**		**286**	**21**		**1**	**7**	**34**	**35**		**320**	**8**		**56**	
VA	37	124		90		3	1	41	19	7		154	5		2	
WV																
OTHER[2]	94	162	83	98		3		38	97	13	90	191	7	25	62	54
TOTAL	753	1500	110	1315	132	36	88	141	368	141	142	1838	35	43	324	123
COMBINED TOTALS	2363			2363								2363				

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[1] Data from 10/01/93 to 08/31/94 only.

[2] Includes services at national and regional conferences, for OBEMLA, sister agencies and associations (e.g., the OBEMLA Management Institute workshops, Metro Network meetings, and activities with DACs).

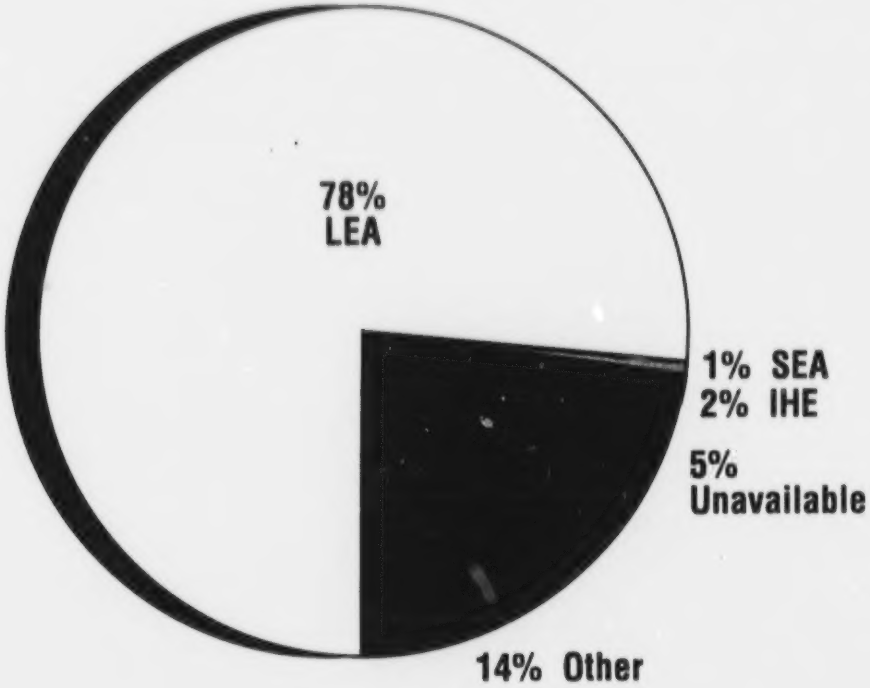
In addition, over half (1315) of the participants were teachers, and almost one-fourth (509) were project directors or other administrators. The MRC has responded successfully to the need to include administrators in MRC activities. Parents, aides or instructional assistants, students and "others" also participated in MRC activities. **Figure 4** shows the relative distribution of the types of participants.

The next category is the affiliation of participants. As expected, almost 80% or 1838 of the participants were affiliated with an LEA. The next largest group, "others", includes 324 participants. This group includes OBEMLA personnel, staff from sister agencies, non-public school staff and staff of various associations and organizations. **Figure 5** indicates the relative proportion of each group.

1.2.3 Gathering Information

For the task of Gathering Information on Developmental Bilingual Education Programs, the COMSIS MRC developed an Update to the 1993 Resource Guide on the designated area "Developmental Programs in Bilingual Education". In the Guide, the terms "Developmental Bilingual", "Two-way Bilingual", "Dual Language", "Bilingual Immersion", and "Immersion" Programs are used interchangeably. All of these terms refer to programs in which two languages (one of which is English) are used for instruction.

Figure 5
Affiliation of Participants 1993 - 1994[1]



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[1] Data from 10/01/93 to 08/31/94 only.

The 1994 Update to the Resource Guide is divided into three sections:

- **Section I** includes an annotated bibliography of articles, books, and research reports. A broad spectrum of references were collected from databases such as NCBE, ERIC and DIALOG, and from printed bibliographies. Eighteen references were annotated for inclusion in the bibliography.
- **Section II** consists of selected articles on bilingual developmental programs.
- **Section III** contains descriptions of selected developmental bilingual programs in the United States.

This guide is intended to be a selected rather than an exhaustive bibliography. Special care was taken to complement the work of organizations such as ERIC and NCBE. We have included references published since 1980.

1.2.4 Staff Development

Staff development activities are highlighted below.

OBEMLA Management Institute/NABE Conference

In February 1994, MRC staff participated as presenters and attendees at the annual OBEMLA Management Institute and the National Association for Bilingual Education (NABE) Conference in Los Angeles, California. Conference participation allows MRC staff members to renew their skills, and to learn new strategies and techniques from their colleagues and from experts in the field of Bilingual Education, English as a Second Language and related fields. The information and presentation skills observed are often put into use in training and technical assistance to MRC clients.

CALICO

The Director and a staff member attended the Annual Symposium of the Computer Assisted Language Instruction Consortium (CALICO), hosted by the Northern Arizona University from March 14 - 18, 1994. MRC-3 has been interested in fostering the use of computer technology with our clients for instructional purposes. This symposium lent greater credence to all aspects of the "information highway". Highlights included demonstrations of interactive computer systems and applications of direct instruction in second language learning in addition to workshops on authoring software. The training received was put into immediate use for the Ohio Intensive Teacher Training Institute on technology in the classroom given by four MRC staff members in Cleveland.

TESOL

The MRC sponsored and presented a full day pre-conference institute on Multicultural Education at the annual TESOL conference in Baltimore, Maryland. In addition to presenting at and assisting TESOL with its Annual Conference, MRC staff attended several sessions at the week-long event. As with the NABE and other conferences, such attendance helps expand knowledge, refine presentation skills, and help trainers keep updated on the latest research in the field. Networking with colleagues is also a major benefit of attending professional conferences.

National Staff Development Institute

The COMSIS MRC-3 participated actively in the MRC Staff Development Institute held in Washington, DC July 8 - 10. All 15 MRCs, both EACs and NCBE were contacted to obtain input into the content of the Institute. Dr. Eugene Garcia addressed the group and answered questions related to systemic reform as proposed by the pending ESEA bill. The Institute this year, organized by the Florida MRC, concentrated on "Planning, Designing and Implementing Effective Strategies for Distance Learning." This effort was led by Dr. Aida Barrera. Participants were divided into six collaborative teams, each of which taped a "mini-video-production." The institute was well attended by trainers in the Title VII Network and by OBEMLA.

1.3 MRC RESOURCES

MRC resources consist of MRC staff, external and COMSIS internal consultants, Washington metropolitan area professional organizations, libraries and databases, as well as high tech hardware and software available at the Silver Spring location of the COMSIS Corporation.

1.3.1 MRC Staff

The MRC core staff represent the broad spectrum of skills needed for training in the Service Area. All MRC professional staff members have extensive experience in training adults, as well as knowledge of and experience in the ESL/Bilingual Education field. In addition to providing training in Multicultural Education, Linguistics, ESL Methodologies, Bilingual Philosophy and Instructional Strategies, the MRC staff have also developed and presented training in Multicultural Education, Cooperative Learning, Whole Language, and ESL in the Content Areas. In their training, MRC staff members draw on their knowledge of cultures in Asia, the Americas, Europe, and Eastern Europe, and on their abilities to speak English, French, Japanese, German, Portuguese, Spanish, Vietnamese, Hindi, Mikasuki, Russian and Yiddish. To augment the linguistic and content knowledge of the core staff, the MRC can call on a number of consultants, who are well-known as teachers and researchers in their fields and in the region.

The MRC Core Staff consists of seven positions: Project Director, Deputy Director, Training Coordinator, and four Training Specialists. Except for the Director, each core staff member has been assigned to be the "contact" person for one or more states in Region 3. Each state contact communicates regularly with the LEAs and SEAs, so that both the MRC and the clients can remain aware of the developments within the states, client needs, and so that services to clients can be adapted to changing situations.

The following describes current MRC staff members:

Tran Huong Mai, Director, has been director of COMSIS MRC-3 for the past five years, where she supervises the design and implementation of all training and technical assistance in the nine state area. She brings fifteen years of direct experience in the education of limited English proficient students to this position. She has eight years of classroom experience at the elementary and secondary levels in bilingual education (Vietnamese-English) and English as a second language (multilingual) instructional programs. In addition to her classroom experience, Dr. Tran has seven years of experience in the organization and implementation of professional development workshops for teachers. This experience has covered a wide range of teachers, both those who are specialists in LEP instruction and those who are not but who have LEP students in their classrooms. She received her M.S. in Linguistics from Georgetown University and her Ph.D., also in Linguistics, from the Australian National University in Canberra, Australia. Dr. Tran speaks English, Vietnamese, French, Spanish and German.

Sherry R. Migdail, Deputy Director, has been project director for a teacher training program designed to develop bilingual assessment specialists at George Washington University, and a lecturer at American and George Mason Universities. As an adjunct professor for the Virginia Polytechnic Institute, Dr. Migdail has taught in Chile and in Venezuela. She has been a founding member of the Bilingual Assessment Team at the Montgomery County Public Schools and designed a staff development course for ESL teachers, teacher specialists and mainstream teachers of multilingual/multicultural students. Dr. Migdail serves as a consultant to ministries and international schools in Latin America. She received her Ed.D. in educational psychology and special education from American University. She is fluent in English and Spanish and competent in Portuguese. Dr. Migdail has published papers and training articles in both Spanish and in English and continues to serve as consultant to universities and ministries of education and to international schools in Latin America.

Maybelle D. Marckwardt, Training Coordinator, has many years of valuable experience in development of ESOL curriculum with a multicultural emphasis for the Montgomery County Public Schools, Rockville, Maryland. She has been responsible for curriculum development and implementation over a period which saw the numbers of LEP students burgeon from a small handful to a full complement of more than 6,000 students. She has also shared responsibility for developing and implementing entry and exit level tests for ESOL services. Ms. Marckwardt planned, organized and conducted training sessions for mainstream teachers of LEP students and for ESOL teachers, volunteers and tutors.

Her teaching credentials include students from kindergarten level to graduate students. She has conducted graduate level research. Her experience includes responsibility for coordinating selection of textbooks and instructional materials for an ESOL program for 6,000 students.

Maria Derrick-Mescua, Training Specialist, has varied experience in English as a Second Language, applied linguistics and bilingual education. Dr. Derrick-Mescua has taught ESL reading and writing to adults; writing to multicultural classes of native English speakers together with speakers of Arabic, Bahasa Malasia, Spanish, Vietnamese, and Chinese; theory of bilingual education; and the linguistic analysis of languages such as Mikasuki (Seminole) and Hmong (Southeast Asia). She worked as international project coordinator and editor for a consulting firm administering Agency for International Development projects in Central America and Egypt, and administered the Seminole Bilingual Project on Big Cypress Reservation in south Florida. She is fluent in English and Spanish, has studied Hindi and Hmong, and has analyzed the linguistic structure of Mikasuki (Seminole).

At the MRC-3, Dr. Derrick-Mescua has presented workshops in ESL writing and reading, intercultural communication, and the importance of the affective domain in language learning. She has also been editor and system operator for the MRC electronic bulletin board, the Technical Assistance Network (TAN).

Miriam Isaacs, Training Specialist. Dr. Isaacs' substantial background in applied linguistics provides her with a firm understanding of the universals of language. Her research has been in many areas of language acquisition and serves as the theoretical basis for teaching second language acquisition, production and comprehension. She continues to teach a range of courses in literature, linguistics and language acquisition to graduate and undergraduate students at the American University and the University of Maryland, both in this MRC area. During her association with MRC-3, Dr. Isaacs has been presenting workshops in content based ESL, whole language strategies, literacy development and process writing.

Dr. Isaacs' research and practice has been strengthened by three years as resident academic coordinator of a study-abroad program sponsored by Rockland Community College, New York, in Jerusalem, Israel. She was responsible for reorganizing and augmenting the curriculum, training and supervising a staff of twenty adjunct faculty, and developing and implementing ESL and writing skills workshops. In addition to her teaching, her experience includes educational administrative positions with the City and State Universities of New York and curricular planning for the New York State Education Department. Dr. Isaacs holds a doctorate in linguistics from Cornell University. She is fluent in English, French, Yiddish and German and is familiar with Eastern European cultures.

Richard Lutz, Training Specialist, has ten years experience as a teacher, researcher, author and speaker in the areas of applied and theoretical linguistics. He has taught at the high school, college and graduate school levels, and trained ESL and EFL teachers both in the U.S. and abroad. He has been a member of the linguistics faculty at Georgetown University, where he taught both applied and theoretical linguistics courses, as well as research methods and statistics. He is currently a Professorial Lecturer at Georgetown University. Dr. Lutz holds a Master's Degree in French from the University of Pittsburgh, and an M.A. and Ph.D. in linguistics from the University of Illinois at Champaign-Urbana. His areas of expertise include first and second language acquisition, learning strategies, the process of reading, bilingualism, cross-cultural communication, and English syntax and morphology. He is fluent in French. His other foreign languages include German, Russian, Spanish, Hindi and Hebrew.

Jeffrey H. Schwartz, Training Specialist, has over fifteen years of ESL/EFL classroom, teacher training and program consultation experience. Mr. Schwartz is trained in Instructional Systems design with an emphasis in Bilingual/Bicultural/ESL education. He has been a research assistant at the Evaluation Assistance Center-EAST for which he provided training in program evaluation and student assessment. He has been an ESOL teacher with special emphasis in reading and in oral language development. Mr. Schwartz has also designed and taught beginning Japanese, ESL methods, and ESL tests and measurements courses and supervises student teachers working towards ESL certification at area colleges and universities.

Prior to coming to the MRC, he was a Research Assistant at the Evaluation Assistance Center (EAC) East, Georgetown University for three years. Mr. Schwartz, a doctoral candidate in

Educational Administration and Policy Analysis, has a Master's Degree in Instructional Systems Design with an emphasis in Bilingual/Bicultural/ESL Education and a Bachelor's in Special Education and Elementary Education. He speaks Japanese and is familiar with the cultures and languages of Greece and Micronesia.

1.3.2 Consultants

The Core Staff is also augmented by External Consultants and COMSIS Internal Consultants, who are full-time COMSIS employees. External consultants deliver specific training and technical assistance, which enhances the ability of the MRC to respond to client needs efficiently and quickly, while Internal Consultants contribute to meeting the technological needs of the center and to its clients by assisting with the Technical Assistance Network (TAN), the automation of reporting and data tracking systems, and assisting in providing technical information on computer hardware to clients.

1.3.3 Other Resources

The MRC can call on a variety of resources in carrying out contract requirements. These resources include extensive in-house computer facilities, an electronic bulletin board covering the nine-state region, and access to the national associations, universities, and service providers in the Washington metropolitan area, such as the National Clearinghouse for Bilingual Education and the Center for Applied Linguistics.

COMSIS maintains specialized information-retrieval and clearinghouse facilities, and has experience in managing national technical clearinghouses. The company also maintains in-house graphics and production facilities, and a staff of experienced graphics designers. Each MRC staffer has a microcomputer, which is linked through a local area network within the office, facilitating the exchange of information among MRC staff. Through an internal electronic (E-mail) system, the MRC staff can communicate with any COMSIS staff member. From the COMSIS facility, MRC staff can access the Internet as well as regional and national databases and bulletin boards, such as ASCD Access, the Ed Board of the U.S. Department of Education, and the Computer Information Systems (CIS) of the NCBE.

The TAN (Technical Assistance Network) is the electronic bulletin board set up and maintained by the MRC. It is available to LEAs, SEAs, IHEs and others concerned with the education of LEP students in Service Area 3. Through the TAN, users can access information on bilingual program design and developmental bilingual education, reviews of articles from current journals, and calendars of MRC, OBEMLA and Region 3 events. Teachers and others can exchange teaching ideas and lesson plans, and communicate with each other by electronic mail. Users are encouraged to upload information to the TAN, and to download material to their own computers. Once downloaded, the users are able to reproduce and share the materials with other colleagues that may not have access to computer equipment.

CHAPTER 2

OUTCOMES AND ACCOMPLISHMENTS

2.1 OUTCOMES OBTAINED FROM MRC ACTIVITIES, ACCOMPLISHMENTS AND INNOVATIONS

The COMSIS MRC has had significant success in its training and technical assistance activities during the past year. Outcomes, accomplishments, and innovations resulting from MRC activities are reviewed in four broad categories: increased services to top level administrators and mainstream educators, more focussed training activities to SEAs and LEAs, continued collaborative activities with SEAs, IHEs, Title VII, and non-Title VII network groups, and training in the use of technology for teaching and learning.

2.1.1 Increased Services to Top Level Administrators and Mainstream Educators

2.1.1.1 Increased Services to Top Level Administrators

The COMSIS MRC has substantially expanded its work with top level administrators, such as superintendents, Title VII and non-Title VII program directors, and school principals. Twenty-two percent of the clients served were administrators. (See Figure 4).

Efforts to reach out to superintendents and have them participate in MRC activities were initiated in 1992. Realizing that the support of top school administrators is crucial to the success of staff development, curriculum and program implementation efforts, the MRC, in collaboration with

SEAs, selected a representative group of superintendents and invited them to come to Washington for a full day meeting in March 1992. As a result of that meeting, a core group of Superintendents worked closely with the MRC to help organize a group to network and share information on language minority students issues and concerns. The first task force of the Mid-Atlantic Superintendents' Leadership Council was initiated following the meeting and provided the impetus for the planning meetings that followed.

With the strong coordination and support from the MRC, the nucleus task force composed of six Superintendents proceeded to plan and organize the next meetings. Follow-up meetings and regular communication between task force members and the MRC Director have led to the first Superintendents' Institute, which was held September 22 - 24, 1993 in Hot Springs, Virginia. A total of 20 superintendents from the service area attended, along with superintendents and guests from other regions of the country. The agenda, formulated by the Task Force and implemented by the MRC, was extremely well received by the participants and strengthened their desire to continue to work as a group to provide a vital force in support of the interests of LEP students. The Mid-Atlantic Superintendents' Leadership Council was formally established following the first institute, and helped ensure the continuing support of top level administrators for programs and services to LEP students.

The second annual Institute will be held in Williamsburg, Virginia from September 22 - 25, 1994. Prior to this annual event, superintendents have been meeting regularly with the MRC director and designated MRC staff. A meeting was held in November 1993 to evaluate the first institute and to begin planning for the second annual meeting. In January, the superintendents participated in a mini-institute in the District of Columbia. A number of issues from their educational agenda were addressed during the January activity. Planning meetings for the upcoming Superintendents' Leadership Council Second Annual Institute were held in April and in July 1994. The program for the Institute appears in **Appendix C**.

2.1.1.2 Increased Services to Mainstream Educators

The LEP population is currently being affected by two major trends, the first demographic, and the second educational reform policies. In Service Area 3, the LEP population has continued to move from the major urban areas to the suburban and rural areas. Not only is the population in the region growing, but the percent of LEAs reporting LEP students enrolled in their schools has also increased. The largest increases were reported in Virginia, now with 96 percent (up from 80 percent last year) of all LEAs enrolling LEP students, and in New Jersey (77 percent, up from 68 percent) (See Figure 3). The educational shift to maximum inclusion of all students has had an impact on LEP students as well as on those in special education and other alternative programs. Students are being "mainstreamed" in the regular classroom as much as possible and as quickly as possible.

The most immediate effect of these two trends have been that more mainstream teachers are being asked to provide educational services to LEP students. In an effort to provide these teachers with the knowledge and skills needed to teach in multicultural and multilingual classrooms, the MRC has renewed its efforts to increase training for mainstream educators and to include them in MRC activities as often as possible.

The participant data indicate that the numbers of participants in MRC services, as "teachers", "other administrators" and "others", include a considerable number of mainstream educators. Many mainstream educators were included in the work with administrators described above and the institutes described below. The Ohio Institute and the York Institute specifically targeted mainstream educators.

One of the ways in which the MRC reaches out to mainstream teachers is in services to Title VII clients and through services to "Designated Districts". The MRC works with the SEAs in each of the states to select a non-Title VII school district, school or program which is then "designated" to receive a higher level of services than would ordinarily be provided. A good example of MRC service to a designated district follows.

The Ohio SEA named Cleveland as the "designated district". The MRC met in Cleveland in February with the SEA and LEA, as well as with a representative of the University of Findlay, for a planning meeting to develop the second annual two-day Teacher Training Intensive Institute. The planning committee settled upon the following topic for the Institute:

"Maximizing Proficiency Through Technology for ESL/Bilingual Students". The objectives included:

- identifying the best ways to use high technology with ESL/Bilingual students;
- to learn how to evaluate existing software in terms of the special needs of ESL students;
- to learn how to find computer software which is appropriate for ESL/Bilingual students;
- to learn how reading and writing skills of ESL/Bilingual Students can be enhanced, and how computers can aid in individualization of programs for these students;
- to explore the use of computers for collecting general data on students and for the assessment of students' work; and,
- to go beyond the classroom and explore the "Information Superhighway".

The Institute was held in May as part of the Fourteenth Annual Bilingual and Multicultural Education Conference, the theme of which was "Bilingual and Multicultural Education: Gateway to Academic Proficiency & Cultural Diversity". Participants included teachers and administrators from around the state. For the purposes of this Institute, a number of computer stations were set up to give participants hands-on experience with the hardware and software being discussed. Evaluations of the Institute indicated that the Institute succeeded in raising awareness and interests of participating teachers in use of high technological devices and software with their ESL/Bilingual populations. The level of enthusiasm demonstrated by participants was very high. Further details on this institute and the collaborative efforts involved are contained in Section 2.1.2 below. A copy of the outline of this institute appears in **Appendix D**.

A state-by-state description of the MRC's services to SEAs in working with their designated districts is detailed in section 2.1.3.3.

2.1.2 Increased Focus in MRC Training Activities: Institutes

In order to be most effective in meeting the needs of its clients, the MRC has found it necessary to tailor services to specific regions or districts. MRC-focused services are concentrated not only on targeted clients but also on specific needs and on specific topic of instruction. Institutes, example of one type of focused service provided, are described below.

Institutes are extended training sessions, usually lasting for one to five days, and focusing on a specific topic or area. They are also one of the best examples of coordinated and collaborative efforts of the MRC. This year, the MRC co-sponsored as well as sponsored institutes in three states: Kentucky, Ohio and Delaware. Each of these institutes was planned and conducted in collaboration with the SEAs, LEAs, and local IHEs.

MRC-coordinated institutes also meet a need for teacher certification or continuing education in ESL and/or bilingual education. Significant numbers of administrators, teachers and other professionals currently working with limited English proficient students participated in these institutes either to become certified, recertified or accredited.

Institutes also accomplished another goal of the MRC and the Department of Education in general: that of assisting and ensuring capacity building at the state and local level. ESL/Bilingual Institutes held in the MRC area are briefly described below. Programs for selected institutes appear in **Appendix D**.

Ohio Institute

The description of Ohio Institute, presented in 2.1.1.2, is elaborated on here along with a description of the collaborative efforts that helped make it successful. The second annual Intensive Teacher Institute was held in May in Cleveland, Ohio, in conjunction with the Fourteenth Annual Bilingual/Multicultural conference. This year's Institute focused on "Maximizing proficiency through technology for ESL/Bilingual Students". Participants came from Title VII and local school districts in Cincinnati, Cleveland, Lorain, Parma, Princeton, Toledo, Wheatland and Worthington, and also included graduate students at the University of Findlay. Continuing a process begun last year, the MRC collaborated with the SEA, Parma and Cleveland LEAs, and the University of Findlay in sponsoring the Institute. In particular, Cleveland provided on-site support in the form of hotel conference space, brochures, and, along with Findlay and Parma, financial support for computer rentals. The MRC consulted local technical assistance centers which specialize in demonstrating use of computers in the classroom. In addition, the University of Findlay provided crucial support in the form of graduate credit to those Findlay students who completed a project on implementation of computer technology in the ESL/Bilingual classroom. The MRC staff member coordinating this Institute was appointed adjunct faculty status by the University of Findlay. Finally, the MRC coordinated a staff exchange with the MRC-6 and brought in a representative of an educational software distributor to enlarge the scope of material covered and allow for additional demonstrations of special computer hardware and representative software. This Institute represented the MRC's first major venture in the area of high technology training, and was extremely well-received by the classroom teachers, administrators, and Ohio Board of Education personnel who attended.

Delaware Institute

The Delaware-sponsored institute required a minimal amount of MRC time and resources, in large measure because of past MRC technical assistance in capacity building. Delaware utilized consultants which had been provided by the MRC in the past. As in previous years, educators from the Eastern Shore of Maryland also participated in this staff development activity.

Kentucky Institute

The MRC had been working with the Kentucky SEA for two years to organize a two-day Institute on ESL and Bilingual Education for Kentucky teachers. The Institute was held on

February 22-23 in Louisville and preceded the statewide conference on Multicultural Education. The attendance was greater than anticipated. A total of 45 administrators and mainstream and ESL teachers participated in the Institute. Ten LEAs were represented with each district sending teams with a minimum of two members each. Topics presented varied from assessment to legal requirements and ESL strategies.

2.1.3 Coordination and Collaboration

MRC coordination and collaboration efforts begin with the Title VII network and the SEAs, but also include other federally funded agencies, non-profit organizations, professional associations, consortia and others. The MRC actively reaches out to all agencies in the region that provide services to try to assure that those services are coordinated and cost-effective.

Many of the activities described in Section 2.1.2 above are the fruits of collaborative work. The institutes and initiatives with superintendents were planned, and in some instances conducted, in collaboration with the SEAs, LEAs and EAC-East. The SEAs or LEAs coordinated efforts with local IHEs so that, in some instances, the institutes could be offered for credit. Any institute is a major undertaking, made possible only through the coordinated efforts of all involved.

2.1.3.1 Superintendents' Leadership Council

Reinforced by the enthusiasm generated by the First Annual Institute of the newly created Mid-Atlantic Superintendents' Leadership Council, the MRC has continued to carry on the task of providing the incentive, forum and logistical support for the continued growth of the Superintendents' Council. Currently, the MRC is instrumentally involved in the development of the Second Institute for Superintendents in the Mid-Atlantic States, to be devoted to issues dealing with language minority students. Plans include inviting Superintendents and MRC Directors from other regions to join the Mid-Atlantic Council at their second annual Institute in Williamsburg, Virginia in September 1994.

2.1.3.2 Title VII Network

During the current contract year, the MRC increased its effort to work jointly with the EAC-East, NCBE and other MRCs in our activities. EAC-East and the MRC have provided joint services to clients in Kentucky and other areas, and MRC staff have provided information and assistance to the EAC-East in their efforts to develop a test database.

At the National Professional Development Institute in Los Angeles, California, MRC-3 collaborated with OBEMLA, NCBE and the New York MRC in providing training on and demonstrations of educational technology, including the Department of Education electronic bulletin board, Ed Board and NCBE databases. To facilitate coordination efforts with the EAC and NCBE, the MRC has designated a staff member, as it does with SEAs, to be the "contact person" for that group.

2.1.3.3 SEAS and Designated Non-Title VII Districts

As mentioned above, the MRC works with the SEA coordinators in each state to designate a non-Title VII district or program. These "designated districts" then receive the same priority for service as Title VII funded programs, two to three site visits for technical assistance and/or training. This has proved to be an effective means of assisting the SEAs in meeting their goals for the state and for reaching a broader group of educators. Selected services to the SEAs in general and the designated districts in particular are described below.

Delaware

The SEA designated Brandywine School District as the designated district. The MRC met with SEA and LEA for a planning meeting at COMSIS to plan a multidistrict workshop with the participation of EAC staff. A full-day workshop was conducted by MRC and EAC staff for mainstream teachers; the workshop covered principles of language acquisition and their application in the classroom, "myths and misconceptions," and assessment procedures for LEP students.

District of Columbia

The SEA in the District of Columbia has changed twice this year due to restructuring efforts in the school system. The MRC has met with each of the three contact persons to explain the role and function of the MRC and to discuss ways in which we could collaborate and support their efforts. None of the SEA coordinators were able to schedule any city-wide meetings or training. The designated program was Sacred Heart School in the Adams Morgan neighborhood.

The Sacred Heart School is a non-public parochial school in the most ethnically diverse neighborhood of the city. MRC staff and the SEA coordinator met with the principal of the school to discuss their needs and MRC services. The principal, in consultation with his staff, determined priorities to be training in content-based ESL and sheltered-English instruction. A secondary area was to help develop a plan for effective parent involvement. A plan was then developed for two levels of workshops or meetings. One with the ESL specialists and the other with the entire faculty. The former would focus on ways in which the ESL specialists could better work with and support the classroom teachers while the latter focused on pedagogical techniques. While the start of the training and technical assistance program was delayed by severe winter weather, one meeting with the ESL staff and a workshop with the entire faculty was held in May, with a follow-up workshop in August. Other schools from the Archdiocese were invited and participated in the May events.

Kentucky

The MRC continued to work closely with the SEA throughout the fall in the planning of its statewide institute. The conference was targeted at LEAs that do not have Title VII or other programs to meet the needs of LEP students. Most of the participants were from the more rural sections of the state. At the institute, MRC staff and consultants, in coordination with the EAC, provided the training sessions that comprised the institute. The ESL/bilingual institute was held in conjunction with the SEA annual Multicultural Conference. The MRC took advantage of this opportunity to reach out to mainstream educators by agreeing to have each staff member and consultant also provide one or more sessions for the larger conference.

Maryland

Maryland has suffered a year of transition in its SEA staff who was part time with the state and part time with a school district. Because the SEA was in a permanent state of transition, both the MRC and the SEA were unable to serve the designated non-Title VII district of Somerset County. The MRC expects that a new SEA will be appointed in the coming months and hopes to be able to start services to the designated districts in the coming year.

New Jersey

In coordination with the New Jersey SEA, the MRC has been involved in statewide training efforts. The SEA was especially interested in having the MRC develop a workshop for administrators and selected teachers who were committed to learning more about program design so that they could develop programs to suit the needs of their districts. Two workshops were given by MRC staff at statewide conferences followed by a number of requests for technical assistance. Other workshops conducted at the request of the SEA included: a workshop on Title VII guidelines for principals, a multidistrict workshop in Northern New Jersey on "Content-Based ESL Instruction", and two workshops on "Management of LEP Students in Mainstream Classrooms", one in the south and one in the north of the state. The workshops were all well received.

Ohio

The second annual Intensive Teacher Institute was held in May in Cleveland, Ohio, in conjunction with the Fourteenth Annual Bilingual/Multicultural conference. This year's Institute focused on "Maximizing proficiency through technology for ESL/Bilingual Students." A full description of this Institute is presented in Sections 2.1.1.2 and 2.1.2 above.

Pennsylvania

The SEA in Pennsylvania has designated the York City School District and the MRC provided requested service in the form of an integrated Institute. Over fifty mainstream teachers, from each of the seven elementary schools in York attended the four one-day sessions. The final training session was held for principals and administrators. The MRC has also provided an institute for the SEA, a series of presentations in Harrisburg, again for about fifty teachers, mainly ESL staff and others. This initiative consisted of three day-long presentations, beginning with background on first and second language acquisition, then a presentation on prereferral for special education and finally, a workshop on integrating language and content. These were all videotaped for future use.

Virginia

The MRC's service to the designated district of Virginia consisted of its continued participation in the Piedmont Round Table, a consortium centered in the Charlottesville region, and consisting of all levels of ESL professionals, preschool through adult, including IHEs. The MRC services for the Round Table was in prereferral for special education, a topic which has regained significant attention in the past year.

2.1.3.4 Metro Network (Metropolitan Washington DC Area Network)

Another area of MRC activities has been with ESL/Bilingual program directors at the local school level. While the MRC has been working at the district level in all states in Service Area 3, its most successful endeavor continues to be with the District of Columbia metropolitan area Metro Network.

The Metro Network is an informal association of ESL and bilingual program coordinators which meets every two months during the school year. The purpose of the Network is to provide a forum for the coordinators to share information and ideas. Membership in the Network continues to grow as the metropolitan area is redefined to include a larger geographic area.

During the past year, the MRC has received calls and requests to be added to the Metro Network mailing list from administrators in northern Maryland, central Virginia and in Delaware. At the request of project directors in the District of Columbia Metropolitan area, the MRC has continued to facilitate the Network.

The success of the Metro Network in meeting its goals and its significance to the participants can be measured through attendance at meetings and growth in membership. Attendance at the Metro Network meetings for the past two years has averaged over 20 per meeting. In addition to the LEA program directors and coordinators, representatives from SEAs, IHEs and non-public schools, attend regularly. The EAC-East and NCBE are both active members and, like the MRC, have found the Metro Network to be a convenient forum for learning about the region, conducting outreach activities, disseminating information and materials, and occasionally providing technical assistance.

The topics for each meeting are selected by the group as a whole and the specific agendas are established by the hosting agency with the assistance of the MRC. In the past year, Metro Network meetings have included an overview of the English Language Institute at Gallaudet University, a presentation by the Executive Director of NABE on the reauthorization of Title VII, information from NCBE on non-Title VII sources of funding, a presentation on "world Englishes", and a discussion of demographic trends in the various LEAs. Also, at the request of the members of the Network, the MRC arranged for staff in the various Offices of the

Department of Education to give a panel presentation on funding opportunities available. Again at the request of the members, one panelist was asked to return and provide a workshop on grant proposal writing techniques. The role of the MRC has been to act as a central point of contact, announce and publicize the meetings, disseminate information before and after each meeting, assist in the planning and coordinating of the meetings throughout the year, provide logistical support to the network in regular meetings, assist the host of each meeting in facilitating discussion, and to write and disseminate summaries of meeting activities. As it does with states, the MRC designates one staff member to act as the "Contact Person" for the Metro Network.

2.1.3.4 Principals

The MRC has begun to focus attention on a third group of administrators, principals. While superintendents set the tone for the district and program directors coordinate many curricular and staffing concerns, it is often the principal who can make or break the success of a program at the school level. In the larger decentralized school systems, it is essential that the MRC begin to facilitate the formation of a network of school principals dedicated to issues of LEP education. The MRC is continuing to make outreach efforts with selected principals in the District of Columbia and in Philadelphia, Pennsylvania. Follow-up activities will take place during the next contract year.

2.1.4 Use of Technology for teaching and learning

The MRC has embarked upon a new area of training in 1993-1994. School districts have increasingly requested training and technical assistance in the use of high technology in the classroom. In response to this interest, the MRC conducted several workshops and held an intensive two-day Institute to provide assistance in this area.

Technology training has centered on three areas:

(1) Evaluating the use of computers and computer-driven technology in schools and assessing the impact this use has upon the LEP population in particular;

(2) Finding, selecting and evaluating appropriate computer software for the following:

- for use with LEP students, integrating their use into the curriculum, and
- for use by administrators and teachers to facilitate record keeping, planning, information gathering, communications and other tasks; and

(3) Introducing educators to interactive use of technology, including CD-ROM and networking with computers, focusing especially upon the Internet.

Workshops have demonstrated a variety of hardware and software, as well as live and recorded sessions on the Internet. Teachers and administrators concerned with the high cost of software were uniformly thrilled to find that "freeware" or inexpensive "shareware" is available via the Internet. They were provided with practical information on:

(1) Where to get computer accounts which would link them to the Internet;

(2) Uses of the Internet, including the transmission of electronic mail and conferencing with other educators about the special needs of the LEP population;

(3) How to use the Internet to search for databases dealing with LEP issues;

(4) How to find resources such as software or class projects which might be especially suitable for their LEP students.

In addition, workshops have discussed such issues as the most effective use of computers with LEP students, collaborative learning using computers, appropriateness of language and topics students might find on the Internet, and where to find lists of available software.

Educators appear to be highly motivated by this topic, especially when they see live on-line demonstrations of what can be accomplished with relatively little money, equipment and expertise. In many instances, the computers and even the software is already there, but there appears to be a gap between availability and actually using or being able to use the equipment to an advantage. The MRC has been able to provide direction in this area, and the need for such assistance appears likely to grow as computers become increasingly available and as software becomes increasingly sophisticated.

2.2 SUMMARY OF CLIENT RESPONSES TO TRAINING AND TECHNICAL ASSISTANCE ACTIVITIES

2.2.1 Summary of Workshop Evaluations

The MRC receives client feedback on its services through several formal and informal channels. Immediately following training sessions, participants are asked to complete a workshop evaluation form. Training and technical assistance are usually followed up by mail or by telephone, so that the training specialists can discuss the success and impact of the interventions with clients. Toward the end of each fiscal year, the MRC sends a service evaluation to each SEA and to selected LEAs in Service Area 3 covering all services for the current fiscal year.

The MRC "Workshop Evaluation" form (see **Appendix E**) is the most frequently used formal evaluation of services. The Workshop Evaluation asks the participants to rate the workshop for content, presentation and completion of objectives. It also includes two open-ended questions. The open-ended questions help the MRC plan for future presentations and realign services to the clients. The following comments from selected workshops provide an example of the types of feedback received:

> The three inservice sessions on Portfolio Assessment and Writing Across the Curriculum with your emphasis and insights on the particular needs of Bilingual children were truly meaningful and valuable for our school. We are hoping to work with you next year. (Julia de Burgos Bilingual Middle Magnet School, Philadelphia, PA, May 1994)

> This meeting was of importance for us as parents because it helped answer many questions that we had. It also helped us realize the principle ways in which we can help our children in their education both at school and at home, and the important relationship between parents and teachers. We thank you for all you do for

> our children, it makes us feel that we Latinos are not alone. We hope to have other meetings in the future because they are really important for us as parents. (Red Clay Consolidated School District, DE, March 1994)
>
> All of [the presentation was useful]. I have concluded the crucial necessity of technology in the classroom is a must. (Ohio Institute, Cleveland, OH, May 1994)
>
> A well presented format for diagnostic evaluation was offered and techniques for encouraging writing (Eastern Shore of Maryland Educational Consortium, MD, April 1994)
>
> The presentation allows me to better understand cultures and how to help minority students in my class. (York city Schools, May 1994)
>
> I was interested in learning that the ESL student who knows native language (reading, writing, speaking) can learn another language readily. (Connections '94 Multicultural Conference, KY, February 1994)

Workshop participants are also asked to rate various aspects of a workshop on a one-to-five scale with five being the most positive. Characteristics rated are the degree to which the objectives were met, the usefulness and quality of the information presented, and the abilities and knowledge of the presenter. On this type of scale, mean ratings of 4.0 to 4.5 are generally considered quite good and above 4.5 as excellent. The mean rating of objectives and information for all workshops during the year were both 4.4 and presenters were rated a very high 4.8.

2.2.2 Analysis of Client Responses to MRC Services

In July 1994, the MRC mailed an evaluation form to each of the nine SEAs and to 23 LEA project directors. Respondents were asked to:

1) indicate the number of times the MRC had provided each respondent with a particular type of service (seven possible technical assistance activities and two types of training activities);

2) to rank the overall quality of each type of service on a continuum from 1 - 5; and,

3) to comment on trends, needs, and pertinent issues dealing with the impact of MRC service. LEAs and SEAs were asked specific questions about impact of MRC services.

Seven of the nine SEAs and twelve LEAs responded in time to be included in the analysis. A copy of the Service Feedback Form and the Impact of MRC Services form appears as **Appendix F**.

Mean ratings of 4.0 to 4.5 are considered good and above 4.5 as excellent. **Table VII**, LEA/SEA Services Feedback Summary, indicates that mean ratings for technical assistance services of all kinds were between 4.7 and 4.9 with "on-site" technical assistance rated at 4.8. Training sessions are also rated highly at 4.8. Based on this sample, clients were especially gratified by Materials received from MRC (4.9), and telephone consultations with contact person, (4.8). Training ratings were for on-site training sessions and consultation services by other than MRC staff (4.8 each).

TABLE VII

LEA/SEA Service Feedback Summary

Type of Service	Number of Times					Frequency of Each Rating						Average Rating
	0	1-3	4-6	7-9	10+	N/A	Outstanding 5	4	3	Unsatisfactory 2	1	
Technical Assistance												
Telephone consultations with your MRC state contact person	0	5	6	2	5	1	13	4	0	0	0	4.8
Telephone consultations with other MRC staff	1	6	7	2	1	2	11	4	0	0	0	4.7
On-line use of the Technical Assistance Network (TAN)	11	1	2	0	1	4	0	2	1	0	1	3.0
On-site consultation/technical assistance visit from MRC staff	3	10	4	1	0	1	14	1	0	0	0	4.9
Participation of MRC staff in planning meetings	3	10	4	0	0	2	10	4	0	0	0	4.7
Materials received from MRC including articles, books, (on loan) or guides	2	8	4	1	1	3	11	1	0	0	0	4.9
Referrals to other sources of information, service providers, or consultants	3	9	1	1	1	1	11	2	0	0	0	4.8
Training												
On-site workshop training session provided by MRC staff	3	10	4	1	0	3	12	2	0	0	0	4.8
Consultation (workshop) services (other than MRC staff) provided by MRC	7	6	1	0	0	4	6	1	0	0	0	4.8

Number of respondents = 19

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The TAN received the lowest frequency of ratings, and was rated at 3.0 by those who used it. Comments about the TAN related to the lack of personnel to use the network and the lack of equipment.

The analysis of the ratings indicates that the direction of the MRC, a philosophy which fosters the implementation of integrated sequential services, that is, an institute planned on site with LEA and or SEA, is far more productive than isolated and infrequent interventions with little opportunity for feedback.

Responses to the question on the impact of services which were considered to be "most useful" are highlighted below:

> The training workshops provided to LEA's in developing needs assessments and program strategies were very helpful as well as the ongoing technical assistance via phone and mail.
>
> Planning meetings to help [one district] manage a Title VII grant, and [the designated] district to develop a workshop to meet their individual needs.
>
> 1. inservice training sessions; 2. technical assistance given to [the bilingual project assistant] on the computer to assist in "our" working knowledge to use TAN, e-mail, faxing with our Mac.
>
> The ongoing support of the Metro Network (DC area) has been of greatest use....
>
> On-site workshops, participation of MRC staff in planning meetings, conferences/workshops provided by MRC.
>
> Consultation with MRC staff to provide program development support for Hispanic deaf students.

The following are responses to the question on services which prompted instructional changes:

> MRC has conducted training in DBE methodology to Title VII teachers in [one school district]. MRC's presentation at the [state] TESOL-BE conference in the spring of 1994 on Special Education and the LEP students was par excellence.
>
> State assessment benchmarks will be developed for ESL students' portfolios. I will need help in identifying work which can be classified Novice, Apprentice, Proficient, Distinguished at 4th, 8th and 12th grades given the acquisition process.
>
> Changes moving forward [with] 1-technology/computer-assisted instruction; 2- special education/prereferral and 3- problem-solving strategies.
>
> The consortium plans to write a new grant to enhance ESOL services in eight counties. Also, both ESOL and content instruction have been improved as a result of MRC workshops.

The data lead to a number of conclusions:

1) MRC services, particularly training, are in demand by both SEAs and LEAs alike;

2) MRC services are perceived as effective in bringing about changes; and,

3) the direction toward integrated planning with availability of follow-through for institutes is a sound direction that the MRC will continue to pursue.

Comments on sample "needs" included:

- Training in teaching [LEP students] in the mainstream classroom.
- Techniques to use in multilingual classes and multilevel classes.
- Training for school principals and central office staff.
- [Training in] technology.
- Testing/eval. and sources of funding.
- To be kept informed of the reauthorization of Title VII and its implications for 1994-95.

All of the workshops and training to be conducted for 1994-95 will be coordinated with the Bureau of Equal Educational Opportunities and Gender Equity. Another important priority is setting up alternative assessment workshops with EAC and coordinating those efforts with the MRC in terms of curriculum alignment.

Additional comments regarding MRC staff were:

One of the major strengths of the MRC is the wealth of information they are familiar with and provide in a timely and effective way. I continue to be impressed with the competence of the staff members and their thorough attention to details.

MRC staff has been very helpful to our project. Their training sessions had reflected their knowledge and expertise.

All contacts with the MRC this past year have been valuable. The staff is very knowledgeable and responsive. Thank you.

We truly appreciate the MRC's willingness to support our pre-referral intervention initiatives in special education with extensive consultation and training.

CHAPTER 3

ENVIRONMENTAL CHANGES: TRENDS AND ISSUES

3.0 INTRODUCTION

3.0.1

> "Imagine a school . . .
>
> . . . where everything is designed to ensure that all students can realize their full potential.
>
> . . . where the teachers, the curriculum, the textbooks and technology, the administration, the parents, the community -- all of the people and parts of education -- are working together to help students learn."
>
> Goals 2000
>
> A World-Class Education for Every Child

The spirit of this vision has been the driving force of the educational reform movement. The prophecy implied in the image has initiated a restructured educational system which holds all students to high academic standards. This "systemic" reform, when fully implemented, will move the United States into the 21st century with a "world class" educational system.

The move toward a "world class" education and the thrust for "systemic reform" have resulted in major educational trends for most of the schools in the nation. In the 1992-1993 annual report, we indicated that the major educational trends of the region were: the effects of budget cuts on funding of state and local education agencies and the impact on direct services to LEP students and teacher training capacities; the ever increasing diversity of ethnic and language groups creating a sharp demographic shift from urban communities to remote rural areas in each of our states, present a major training challenge to the school districts; and, increased interest in the National Goals and Standards spearheaded by the need for educational reform with the corollary development of performance based assessment and advancement of proficiency and functional English tests as a criteria for graduation.

In the current year, State Educational Agencies and school districts in the service area have given the GOALS 2000: Educate America Act the critical importance that it deserves. The resources tied to the Act require the development and implementation of systemic education reforms, along with realignment of the curriculum, performance standards, and innovative assessment measures. In a time of continued fiscal constraints, such incentives have motivated states and local education agencies into becoming active partners of the systemic reform movement. This reform movement has translated into significant educational trends:

- performance-based education that is aligned with a standardized and more academically rigorous curriculum;
- proficiency tests in academic content areas that are required for high school graduation; and,
- constant and more intense searches for innovative instructional and learning tools to help teachers and students achieve the academic standards desired.

3.0.2 Goals 2000 and Content Standards: the LEP population

Over the past year, debates have raged over how state and local governments are to achieve Goals 2000, as well as over national and state educational standards, and over the impact of various provisions of the E.S.E.A. Bill. Moreover, the year has been filled with controversy over whether and how LEP students are to be included in these reforms. School districts are ambivalent over the effects of change, and are concerned about the proposed full inclusion of students, including LEP students, in all instructional programs. SEAs and LEAs need reassurance that systemic reforms advocated by the Federal Government in the Goals 2000 Act will not adversely affect the linguistically and culturally diverse student population which they have been serving.

Reform and restructuring, however, are not new concepts to our region, where a number of school districts have been instituting such changes. The Kentucky Education Reform Act (KERA) is one of the most comprehensive pieces of educational reform legislation ever enacted in the United States and carries with it a revamped curriculum, performance-based instruction and assessment measures. Pennsylvania, New Jersey and the District of Columbia have been implementing reorganizations affecting their LEP populations, requiring various accreditations from teachers, special and targeted programs for its "bilingual" students, and a curriculum that reflects the multicultural diversity of its student population. In line with the requirements for a more rigorous "world class" education, Ohio has added a science component in their proficiency testing for secondary school students.

The following chapter will elaborate on the trends cited above, review the impact of these trends on the service areas and give examples of how the MRC has responded to needs which relate to these trends.

3.1 TRENDS

3.1.1 Performance-Based Education

Among the issues and trends most discussed are performance-based education and performance-based assessment measures, including provisions for proficiency testing. Districts are working to bridge the gap between instructional practice and assessment which yields both accurate information about student progress and program effectiveness. Teacher training is an important part of this trend.

3.1.2 Proficiency Testing

Developing standards from which the national goals are to be realized is a complex and often controversial task. It is especially complicated to form and implement educational standards and to devise proficiency assessments for students of diverse linguistic, cultural and educational backgrounds.

School districts in the MRC service area have been active in developing statewide standards in reading, writing and science, in realigning the curriculum and in developing assessment measures to conform with the revised educational agenda. Several State Departments of

Education, including Ohio and Maryland, have reinstituted five-year plans, and reintroduced Science along with Reading and Writing in their proficiency testing requirements for high school graduation.

3.1.3 Search for Innovative Instructional Tools: "High Tech" trends and Computer Technology

Gaining strength in the region is the realization that "high tech" has much to offer education, and that LEP students can benefit greatly from its availability and use. In order to move into the 21st century and to meet the requirements of "world class" education, educators know that they need to incorporate the computer into their everyday routines, as well as exploit the many resources that the "Information Age" has to offer. The private sector has taken advantage of the rapid advances in technology during the past decade, and has spearheaded the development of software. Educators, unfortunately, are often in the position of catching-up with the advances already made by others. The potential of technology to actively engage students, to shift the role of the student from passive to active, and to individualize learning has already made its mark on some classrooms. There is a great need, as well as a demand, for training in both the available tools of technology and in the processes of technology. This will require careful thought and advance planning.

3.2 Impact of trends in service area

This section reviews the issues mentioned above and elaborates on their impact on schools, administrators, teachers, students and families in the region during the current contract year.

3.2.1 Impact of Performance Based Education and Proficiency Testing

Supporters of performance-based education insist that one of the most positive messages of the standards movement and of performance-based education is that classroom experiences are being revitalized for both teachers and students. Teachers of LEP students are anxious about this process, however. How should school districts go about setting academic standards, and then assess the attainment of ESL students in ways that do not penalize them because of their linguistic and cultural differences? They recognize the difficulty inherent in creating a body of academic content students should know at all levels, and of teaching skills and ways of thinking to students with widely diverse linguistic, cultural and educational backgrounds.

For LEP students who are academically delayed in their first language, largely because they have been exposed to little academic content in that language, the cognitive and linguistic challenges are far greater than for students who have had previous exposure to the content and need only learn the English language. Teachers know that for these students, the task is far more complex and much more demanding. These are serious considerations for teachers, and they need help in devising strategies to ensure that students attain the standards set and pass the proficiency tests.

3.2.2 "High Tech" and Computer Technology

Technology, when used by informed and creative teachers, is in its incipient stage for most school districts in our region. Educators are justifiably skeptical of what technology really has to offer them, particularly when it is non-educators who are directing the development of the computer world. This year, the MRC has begun to help teachers realize the wealth of available computer tools and computer-assisted techniques, both specifically aimed at education and those for general use, and often available at minimal cost to the schools.

The Tools and Processes of Technology

A new and revitalized classroom climate, based on educational reform, is the best assurance of successful use of educational technology and provides a deeper understanding of technological processes. As computers increase in power and availability, and as their use becomes more pervasive in society as a whole, they will inevitably become familiar items in schools as well. If, as predicted, the reform efforts foster a new and different style of learning and teaching, and if second language learners are to be challenged with well-defined, content-based thematic instruction and cooperative learning, the computer will become a tool of choice. Neither technology nor the software being promoted must become the driving force behind learning. Instead, educational reform and better-trained teachers will necessarily involve technology as a means for expanding what teachers will be able to accomplish.

3.3 MRC Response to Trends and Impact

The drive toward statewide standards and the interest in incorporating national goals for LEP students has had a bearing both on performance-based education and on proficiency testing in areas including writing, reading and science. In searching for innovative tools to assist them in their learning and teaching, teachers are increasingly turning to the vast resources of High Technology. The trends cited above have had a direct impact on services to LEP students and teacher-training activities. The MRC has responded to these needs by focusing more earnestly on:

- coordination of services, particularly by giving increased assistance to SEAs in planning and implementing their staff development activities to ensure that LEP students successfully achieve the academic requirements and success expected of all students; and,
- training in technology and training more "mainstream" personnel and administrators.

3.3.1 Coordination with SEAs and LEAs

The MRC has attended sessions in school districts where the issues of proficiency testing and performance education, as well as the use of technology, have been debated and discussed. As a result, the MRC has significantly increased it coordination efforts with SEAs and LEAs by conducting intensive planning and information-sharing sessions, where the SEAs and LEAs spend from four to six hours strategizing and planning a coordinated effort to achieve common goals and objectives by means of year-long training activities with the MRC. In the interest of training the most diverse group possible, and of sharing information with as wide an audience as possible, the MRC has encouraged the involvement of consortia of LEAs in its planning and training activities. It has initiated multidistrict programs for mutual benefit within a network of personnel. Training, thereby, becomes a forum in which teachers share and validate their experiences. As an end result, it is hoped, diverse students are enabled to meet common goals and standards.

3.3.2 Training

In response to the trends described above, the MRC added "technology" as a topic of training and increased its services to mainstream educators. The MRC also revised its core workshop list to reflect the present needs of the school districts, and to assist them in reaching the nation's common education goals.

3.3.2.1 Training on Technology

As described in previous chapters, training and technical activities of the MRC have included for the first time training in the use of computers, selection and evaluation of computer software, use of on-line services such as the Internet, and incorporation of on-line work into the curriculum of LEP students.

The MRC recognizes that there is no one-software-fits-all approach, but that there is a range of products to be explored, experimented, and used. The task is to train teachers to develop their own networks for materials, and to help them evaluate what is useful. The MRC has continued to increase its knowledge about the creative potential of computer-assisted instruction and is eager to share that knowledge with client states in the year ahead.

The MRC has also stressed those computer applications which can serve as management tools, both for the teacher and the administrator. Finally, the MRC has demonstrated some of the startling resources to be found on the "Information Superhighway," including library databases, on-line discussions among teachers from across the region and the country, and school projects from around the world. Such technology is essential to the success of restructuring efforts underway in our country. But its incorporation into the system must be more than a simple add-on to the fads in education:

> The only guarantee against faddism in the coming decade of expected unprecedented change is that we invest in a thorough evaluation and ongoing refinement of our instructional process, and that we provide first-rate staff development and support.
>
> Jon Madian, "In the Midst of Restructuring, Our Only Hope Is A Knowledgeable Teacher". In Electronic Learning, March, 1990.

3.3.2.2 Training of Mainstream Educators

The MRC has also expanded its training to mainstream teachers and administrators. The objective is always to promote the inclusion of the LEP population in all aspects of the system as the country moves toward academic standards, a performance-based curriculum and proficiency testing.

3.4 Guiding Principles: Equity and Excellence

Equity and excellence are implicit in Goals 2000. Despite some uncertainty about how best to reach the goals of equity and excellence for LEP students while operating under budgetary constraints, the bilingual community must be vigilant of how the decisions being made by others affects the well-being and the interests of a linguistically and culturally diverse population. Flexibility, attention to detail, cooperative planning, and constant realignment of priorities have been the mandates under which the MRC has performed its work this current year. Our guiding principle remains our belief that "...the United States cannot afford to relegate any of its children to the periphery of educational opportunity" ("Educate America: A Call for Equity in School Reform National Coalition of Educational Equity Advocates", May, 1994).

Appendix A

Summary Reports of MRC Activities

Report of Major Training and Assistance Activities
From 10/01/93 to 08/31/94

Number of Activities by State: All States

Washington, D.C.	17
Delaware	4
Kentucky	11
Maryland	21
New Jersey	6
Ohio	11
Pennsylvania	17
Virginia	8
West Virginia	0
Other	15
Total	110

Clients:

Title VII:

Academic Excellence	2
Developmental Bilingual Education	8
Evaluation Assistance Center	1
Educational Personnel Training	2
Family English Literacy	0
Fellowship	0
Multifuntional Resource Center	0
National Clearinghouse for Bilingual Education	0
Office of Bilingual Education and Minority Languages Affairs	4
Research and Development	0
Special Alternative Instructional Program	29
State Education Agency	13
Special Populations	3
Short Term Training	1
Training Development and Improvement	0
Transitional Bilingual Education	9

Non-Title VII:

Desegregation Assistance Center	0
Institution of Higher Education	0
Individual	0
Local Education Agency	10
Office of Education Research and Improvement	0
Organization	12
Other	7
State Education Agency	4
Technical Assistance Center	0
Designated District	9

Report of Major Training and Assistance Activities
From 10/01/93 to 08/31/94
State: All States
Continued
Task Classification:

Assistance to Administrators (TASK 2.0)	0
Assistance to Administrators	6
Outreach, Awarenenss and Other Coordination	8
Training and Technical Assistance	92
Degree and Credential Coursework	2
Services for Educational Administrators	2
Disseminate Info. in Developmental Programs	0
Participate in MRC Meetings	0
Staff Exchange	0

Content Area of Service:

Curriculum/Instructional Materials	14
Educational Technology	5
Methods of Instruction	28
Parent Involvement	4
Program Administration	5
Program Design	7
Theory/Research to Practice	17
Planning	13
Other	17
Multiple	0

Type of Activity:

Single District/Client	68
Multidistrict	12
Statewide	17
National	13

Initial Activity	80
Follow-up Activity	30

Mode of Service (Training/Technical Assistance/Coordination):

Training - Core Workshop	55
Training - Topic Sequential Workshop	7
Training - Speech	1
Training - Exchange	2
Training - Other	7
Technical Assistance - Consultation	8
Technical Assistance - Planning	18
Technical Assistance - Materials	0
Technical Assistance - Other	5
Coordination - Information Sharing	2
Coordination - Joint Activity	0
Coordination - Other	5
Multiple Services	0

Report of Major Training and Assistance Activities
From 10/01/93 to 08/31/94
State: All States
Continued

Participants:

Number of Title VII Participants	753
Number of Non-Title VII Participants	1500
Number of Funding Unavailable Participants	110
Total Number of Participants	2363
Number of Teachers	1315
Number of Aides	132
Number of Students	36
Number of Parents	88
Number of Project Directors	141
Number of Other Administrators	368
Number of Others	141
Number of Funding Unavailable	142

Level of Participants:

Number of LEA	1838
Number of SEA	35
Number of IHE	43
Number of Others	324
Number of Level Unavailable	123

Service Evaluations:

Average Objectives Rating	4.4
Average Information Presented Rating	4.4
Average Presenter Rating	4.8

Report of Quick Action
From 10/01/93 to 08/31/94

Number of Activities by State: All States

Washington, D.C.	281
Delaware	60
Kentucky	68
Maryland	228
New Jersey	105
Ohio	147
Pennsylvania	126
Virginia	78
West Virginia	13
Other	141
Total	1247

Clients:

Title VII:

Academic Excellence	10
Developmental Bilingual Education	30
Evaluation Assistance Center	9
Educational Personnel Training	14
Family English Literacy	1
Fellowship	1
Multifuntional Resource Center	52
National Clearinghouse for Bilingual Education	32
Office of Bilingual Education and Minority Languages Affairs	32
Research and Development	0
Special Alternative Instructional Program	278
State Education Agency	142
Special Populations	9
Short Term Training	1
Training Development and Improvement	2
Transitional Bilingual Education	41

Non-Title VII:

Desegregation Assistance Center	14
Institution of Higher Education	53
Individual	120
Local Education Agency	90
Office of Education Research and Improvement	13
Organization	47
Other	97
State Education Agency	55
Technical Assistance Center	0
Designated District	37

Report of Quick Action
From 10/01/93 to 08/31/94
State: All States
Continued

Requested Mode:

Facsimile	37
In Person	81
Mail	49
Phone	1062
TAN	16
Unknown	2

Response Mode:

Facsimile	88
In Person	65
Mail	148
Phone	930
TAN	14
Unknown	2

Appendix B

Annual Regional Conference and Coordination Meeting Program

Mid-Atlantic Multifunctional Resource Center
COMSIS, Silver Spring, Md

COMSIS MRC REGIONAL CONFERENCE
LATHAM HOTEL, WASHINGTON, DC

NOVEMBER 9 - 11, 1993

National Reforms and Equity:
Language Minority Students and Opportunity to Learn

TUESDAY, NOVEMBER 9, 1993

1:00 PM - 4:30 **SEA/MRC Coordinating Meeting**

- Welcome and Introductions
- MRC Priorities and Initiatives
- Information Sharing
  Trends
  Initiatives
  Concerns
- Letters of Agreement

7:00PM **Dinner: SEAs and MRC**

Mid-Atlantic Multifunctional Resource Center
COMSIS, Silver Spring, Md

COMSIS MRC REGIONAL CONFERENCE
LATHAM HOTEL, WASHINGTON, DC

NOVEMBER 9 - 11, 1993

National Reforms and Equity:
Language Minority Students and Opportunity to Learn

WEDNESDAY, NOVEMBER 10, 1993

Jefferson and Washington Rooms

7:45 - 8:45 AM **Registration**, Coffee and Continental Breakfast

9:00 - 9:45 **Welcome**
Tran Huong Mai, Director, MRC - 3

Introductory Remarks
Eugene Garcia, Director, OBEMLA

9:45 - 10:45 **Plenary Session: The Federal Agenda**

Major Components of National Standards Initiatives: Impact on Language Minority Student Programs

Gilbert Garcia, Acting Director, Research & Evaluation, OBEMLA

10:45 - 11:00 **Break**

11:00 - 12:45 PM **Panel Presentation: State/National Reform Efforts and Standards**

Introduction: Ana Garcia, COTR, OBEMLA

- *Curriculum*: Nancy LaCount, Kentucky
- *Teacher Training*: Jean Nye, Ohio
- *Equity*: Myrna Delgado, Pennsylvania
- *Program Assessment*: Charlene Rivera, EAC East

Moderator: Sherry Migdail

1:00 - 2:00 **Lunch at Latham Hotel**

Mid-Atlantic Multifunctional Resource Center
COMSIS, Silver Spring, Md

COMSIS MRC REGIONAL CONFERENCE
LATHAM HOTEL, WASHINGTON, DC

NOVEMBER 9 - 11, 1993

WEDNESDAY, NOVEMBER 10, 1993 (continued)

2:00 - 4:00 PM **Poster Sessions**

National Science Foundation - *Family Math and Science*
Fairfax County Public Schools (VA) - *FAST Math*
Prince Georges County Public Schools (MD) - *Basic Literacy*
Bethlehem Area School District (PA) - *PIAGET (Academic Excellence)*
District of Columbia Public Schools (DC) - *Discover DC*
National Clearinghouse for Bilingual Education
Evaluation Assistance Center - East
Desegregation Assistance Center
MRC Technical Assistance Network (TAN)

4:00 - 6:00 **Break**

6:00 **Keynote Address**

Bilingual Education: State of the Art and Impact of National Standards on Bilingual Programs

Kenji Hakuta, Stanford University

Thursday, November 11, 1993

Hamilton and Adams Rooms
9:00 AM **Meeting of LEA/SEA and MRC staff**

- Overview of COMSIS-MRC Service Delivery Plan 1993-94
- Discussion and completion of individual school districts' needs assessment

Appendix C

Activities with Superintendents

MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

The Mid-Atlantic Superintendents' Leadership Council was created in response to the need for leadership and advocacy at Local, Regional, and National levels in the presentation of issues concerning the education of linguistically and culturally diverse students. It is the challenge and mission of the Mid-Atlantic Superintendents' Leadership Council to open all lines of communication between schools and ethnolinguistic communities by expanding staff sensitivity, by encouraging parental involvement, by expanding social services and providing early childhood and family literacy programs, wherever possible. The Council resolves to share information about successful practices and to coordinate, wherever appropriate between Chapter 1 and other programs which serve the manifold needs of language minority students.

The Council will celebrate its second annual Superintendents' Institute in the Fall of 1994. All interested superintendents in the Mid-Atlantic Region are invited to join our efforts on behalf of Language Minority students. Please express your interest by contacting your superintendent representative for additional information.

Mr. Thomas Highton (Co-Chair)
Union City School District
Union City, NJ
Tel.: (201) 348-5851 or 5852

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Wicomico Co. Public Schools
Salisbury, MD
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Dr. Ray Washington
Hampton City Schools
Hampton, VA
Tel.: (804) 850-5223

Dr. James A. Williams
Dayton Public Schools
Dayton, OH
Tel.: (513) 461-3002

Dr. Jack C. Dulaney
Monongalia Co. Public Schools
Morgantown, WV
Tel.: (304) 291-9210

Dr. Iris Metts (Co-Chair)
Christina School District
Newark, DE
Tel.: (302) 454-2000

Dr. Jack C. Van Newkirk
York City Public Schools
York, PA
Tel.: (717) 845-3571

Dr. Joseph Wisniewski
Weehawken School District
Weehawken, NJ
Tel.: (201) 867-2243

Dr. Ronald C. Haun
Fort Knox Community Schools
Fort Knox, KY
Tel.: (502) 624-7853

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MRC

Multifunctional

Resource

Center

MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

MISSION STATEMENT

It is the philosophy of the ***MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL*** *that leadership and advocacy at Local, Regional and National levels is an essential component for effective schooling of all students and that issues concerning the optimal education of linguistically and culturally diverse students must be at the forefront of comprehensive and equitable planning. The Council's mission is to provide the means whereby lines of communication between communities and the schools are always open.*

The Council considers information sharing and dissemination regarding successful practices, funding sources, and coordinated efforts of Chapter 1 and other programs for linguistically and culturally diverse students a major thrust in its efforts. The Council will disseminate this information to its members by means of a yearly Institute and occasional papers.

COUNCIL OBJECTIVES

Leadership and advocacy, at local Regional, and National levels, in the presentation of issues concerning the education of language minority students.

Information sharing and awareness about successful practices for meeting the needs of language minority students.

Coordination between Chapter I and other programs serving the needs of language minority students.

Establish and open the lines of communication between schools and the ethnolinguistic communities by:

- *expanding staff sensitivity to cultural differences*
- *encouraging parental involvement*
- *expanding social services*
- *providing early childhood and family literacy programs*

Develop and facilitate meaning opportunities for professional growth.

Exploring new funding sources for Language Minority Students.

8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

301-588-0800, 1-800-228-6723, FAX: 301-588-5922

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MID-ATLANTIC SUPERINTENDENTS' LEADERSHIP COUNCIL

Planning Meeting for 1993-94 Academic Year

Cosmos Club
November 19, 1993
10:00 A.M. TO 3:00 P.M.

10:00 a.m.	**Welcome:**	Tran Huong Mai
	Highlights from the Institute:	Jack C. Dulaney
	Institute Evaluations:	Maybelle Marckwardt
	The View from OBEMLA:	Eugene Garcia Director, OBEMLA
	BREAK	
	Future Directions:	Iris Metts, Thomas Highton
	Grant Applications:	Tran Huong Mai
12:45 p.m.	**Lunch: Future Directions - Continued**	
2:45 p.m.	**Wrap-up**	

Planning Meeting for 1993-94 Academic Year

The Latham Hotel
February 27-29, 1993

Co-Chair: *Iris Metts*

Co-Chair: *Thomas Highton*

Sunday, February 27

7:00-9:00 p.m. (working dinner)	**Welcome:**	*Tran Huong Mai*
	Report from Nov. Planning Meeting:	*Jack C. Dulaney* *Jack Van Newkirk* *Joseph Wisniewski*

Monday, February 28

8:00 a.m.	**Breakfast**
8:30 a.m.	**Planning for Second Annual Institute**
	Ideas for the program
	People to speak at the Institute
	Superintendents to be invited
	Time and place for Institute
1:00-2:00 p.m.	**Lunch**
2:00-3:00 p.m.	**Wrap-up**

MID-ATLANTIC SUPERINTENDENTS' PLANNING MEETING
PARTICIPANTS' LIST

February 27-29, 1994

Dr. David Burket
DC Public Schools
Washington, DC

Dr. Edwin Duroy
Hoboken Public Schools
Hoboken, NJ

Dr. Evelyn Holman
Wicomico Co. Public Schools
Salisbury, MD

Dr. Frankin Smith
DC Public Schools
Washington, DC

Dr. Joseph Wisniewski
Weehawken School District
Weehawken, NJ

Dr. Jack Dulaney
Monongalia Co. Public Schools
Morgantown, WV

Mr. Thomas Highton
Union City School District
Union City, NJ

Dr. Iris Metts
Christina School District
Newark, DE

Dr. Jack Van Newkirk
York City Public Schools
York, PA

COMSIS MRC-3

Dr. Tran Huong Mai
COMSIS MRC
Silver Spring, MD

Mrs. Maybelle Marckwardt
COMSIS MRC
Silver Spring, MD

Dr. Sherry R. Migdail
COMSIS MRC
Silver Spring, MD

COMMIS-MRC

SUPERINTENDENTS' MID-ATLANTIC LEADERSHIP COUNCIL

PLANNING MEETING
WILMINGTON, DE
JULY 22, 1994

AGENDA

I. Welcome

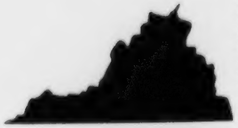
II. Review of Plans for the Superintendents' Institute

  A. Tentative Program for the Institute
  B. List of Speakers Invited
  C. List of Superintendents Invited

III. Revision of Institute Program

  A. Additional Speakers to be invited
  B. Additional Superintendents to be invited

IV. Further Assignments



Second Annual Institute
September 22-25, 1994
Cascades Meeting Center
Williamsburg Woodlands
Williamsburg, Virginia

From Rhetoric to Reality:
Goals 2000, Standards,
Equity and the LEP Student

Superintendents'
Task Force Members

Jack C. Dulaney
Monongalia County Public Schools, WV

Thomas Highton
Union City School District, NJ

Iris Metts
Christina School District, DE

Tran Huong Mai
COMSIS - MRC 3

Jack Van Newkirk
York City Public Schools, PA

Franklin Smith - David Burket
District of Columbia Public Schools

Joseph Wisniewski
Weehawken School District, NJ

Mid-Atlantic Superintendents' Leadership Council
c/o Dr. Tran Huong Mai, Director
COMSIS Multifunctional Resource Center (MRC)
8737 Colesville Road, Suite 900, Silver Spring, Maryland 20910

Institute Program

Thursday, September 22, 1994

6:30 - 7:30 PM
Reception

***Welcome:** Tran Huong Mai, Director*
COMSIS: MRC-3

Greetings from Secretary Riley and Eugene Garcia
Dang Pham, Deputy Director, OBEMLA

Greetings from the Governor of Virginia
Wilbert Bryant, Deputy Secretary of Education, Office of the Governor

7:45 - 9:30
Dinner

Friday, September 23, 1994

7:30 - 8:30 AM
Breakfast:
Overview of the Conference
Iris Metts, Superintendent
Christina School District, Delaware

8:30 - 10:00
*Panel Presentation I: **Implementing Goals 2000: The Federal Agencies and School Reforms***
Ken Nelson, Executive Director, National Goals Panel
Mary Jean LeTendre, Director
Compensatory Programs, U.S. Dept. of Education

Moderator: Franklin Smith, Superintendent
District of Columbia Public Schools

10:00 - 10:15
Break

Friday, September 23, 1994 (continued)

10:15 - 11:00
Concurrent Poster Sessions:
Using Technology to Maximize Learning

- *The Bell Atlantic Project*
  Rod Bowers, Representative, Bell Atlantic
- *The District of Columbia Public Schools*
  Franklin Smith, Superintendent, District of Columbia Public Schools
- *Resources in Cyberspace*
  Richard Lutz, Education Specialist, COMSIS: MRC-3
- *Multicultural Science*
  James Perkins, President, CSY, Inc.

11:00 - 12:30 PM
Systemic Change & Equity: Coalition of Essential Schools
Sam Billups, Assistant Professor
Delaware State University

Moderator: Jack Dulaney, Superintendent
Monongalia School District, West Virginia

12:45 - 2:00
Lunch

2:00 - 4:00
*Panel Presentation II: **States' Perspectives on National Standards: Implications for the LEP Population***
Delaware: Iris Metts, Superintendent
Christina School District
Ohio: Hazel P. Flowers, Director
Student Development, Ohio Department of Education
Pennsylvania: Joseph Bard, Commissioner for Elementary and Secondary Education
West Virginia: Jack Dulaney, Superintendent
Monongalia School District

Moderator: Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Dinner (unscheduled)

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Saturday, September 24, 1994

7:30 - 8:15 AM
Breakfast

8:15 - 9:00
Introduction of Speaker
Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Legislative Guidelines:
Trends and Expectations for Servicing English Language Learners
Honorable Bill Goodling, Congressman
19th Congressional District, Pennsylvania

9:00 - 10:00
Exemplary Practices
Marcia Knoll, Assistant Superintendent
Valley Stream School District, Long Island, New York

Moderator: Joseph Wisniewski, Superintendent
Weehawken School District, New Jersey

10:00 - 11:30
Information Exchange:
Discussion with New England Superintendents
Peter Negroni, Superintendent
Springfield School District, Massachusetts
James Connelly, Superintendent
Bridgeport City Schools, Connecticut

Moderators: Iris Metts, Superintendent
Christina School District, Delaware
Tom Highton, Superintendent
Union City Schools, New Jersey

11:30 - 1:00 PM
Luncheon Meeting and Wrap-up:

Introduction of Speaker
Tran Huong Mai, Director, COMSIS: MRC-3

ESEA 1994: Achieving Equity
Eugene Garcia, Director, OBEMLA

Closing Remarks
Jack Van Newkirk, Superintendent
York City School District, Pennsylvania

Mid-Atlantic Superintendents' Leadership Council

Council Objectives

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Establish and open the lines of communication between schools and the ethnolinguistic communities by:

- *Expanding staff sensitivity to cultural differences*
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- *Expanding social services*
- *Providing early childhood and family literacy programs*

Develop and facilitate meaningful opportunities for professional growth.

Exploring new funding sources for Language Minority Students.

Appendix D

Selected MRC Institute Programs

ESL 1994 SEMINAR AGENDA

February 22-23, 1994
Hyatt Regency
Keeneland Room
Louisville, Kentucky

Tuesday, February, 22, 1994

8:00-8:30	Registration and Coffee
8:30-8:45	Introductions and Overview of the Seminar Nancy LaCount, Manager Instructional Strategies Branch Division of Professional Development Kentucky Department of Education
8:45-10:45	Teaching Students from Diverse Linguistic and Cultural Backgrounds: An Exciting Challenge Dr. Dan Fleck Ohio Department of Education Ohio Lau Center
10:45-11:00	Break
11:00-12:00	Assessment of Students with Limited English Proficiency: Determining English Proficiency Carolyn Vincent Evaluation Assistance Center East George Washington University
12:00-1:00	Lunch On Your Own
1:00-2:45	Assessment of Students with Limited English Proficiency: Determining English Proficiency (Continued)
2:45-3:00	Break
3:00-5:00	ESL Strategies: Beginning Level English Instruction Jeffrey Schwartz Mid-Atlantic Multifuntional Resource Center
6:30p.m.	General Session

Opening Dinner and Presentation
Kentucky Center for the Arts
In the Line of Fire: Raising Kids in the 90's
Jan Arnow, Manager
Multiculutural Opportunities Branch
Kentucky Department of Education

Wednesday, February 23, 1994

9:00-10:15	**Multiculutural Conference Keynote Speaker** **Regency North/Center** ***How Gender Influences Education*** **Phyllis Lerner**
10:15-10:30	**Break**
10:30-12:00	**How to Integrate Language and Content Instruction** **Dr. Esther Eisenhower** **Fairfax, Virginia**
12:00-1:00	**Lunch On Your Own**
1:00-2:30	**How to Integrate Language and Content Instruction(Continued)**
2:30-2:45	**Break**
2:45-5:00	**Portfolio Assessment as an Instructional Tool for Measuring Continuuous Progress** **Carolyn Vincent** **Evaluation Assistance Center East** **George Washington University**

Connections '94

Statewide Multicultural Education Conference

Schedule of Events

Tuesday
February 22

8 a.m. - 8 p.m.	Registration	Top of escalator
8 a.m. - 5 p.m.	ESL Seminar	Keeneland
6:30 p.m.	General Session Opening Dinner and Presentation ***In the Line of Fire: Raising Kids in the '90s*** Jan Arnow, Manager Multicultural Opportunities Branch Kentucky Department of Education	Kentucky Center for the Arts

Wednesday
February 23

8 a.m. - 8 p.m.	Registration	Top of escalator
9 a.m. - 5 p.m.	Vendors	Oaks/Derby
9 - 10:15 a.m.	General Session ***How Gender Influences Education*** Phyllis Lerner	Regency North/Center
10:30 a.m. - 5 p.m.	ESL Seminar	Seneca
10:30 a.m. - 12 p.m.	Concurrent Breakout Sessions	
	A. ***Integration and Collaboration: The BEST Class*** Wanda Rodgers Carol Farley Earl Johnson	Churchill
	B. ***Sexual Hasslement/ Harassment*** Phyllis Lerner	Downs
	C. ***Behavior and Discipline – Strategies for the Classroom and Home*** LeDita Howard	Cherokee
	D. ***Teacher Expectations*** Marsha Tate	Belmont
	E. ***Strategies and Resources for Teaching Students with Limited English Proficiency*** Dan Fleck	Pimlico C
	F. ***Working with Disabilities*** April Kerr Deborah Bauder Sherrill Williams	Pimlico B
	G. ***Advanced Programs/ Inclusivity and Flexibility*** Bernadette Hamilton Gail Taylor	Iroquois
	H. ***Building Community, One Writer at a Time*** Laverne Zabielski	Pimlico A

12 - 1:30 p.m. Lunch on your own

1:30 - 3 p.m. Concurrent Breakout Sessions

A. ***Mentoring*** — Churchill
Panel Moderator: Madeline Abramson
Panel Member: Gwen Young
Panel Member: Linda Bennett
Panel Member: Linda Gleis

B. ***Sexual Harassment*** — Downs
Angela Taylor

C. ***Behavior and Discipline – Strategies for the Classroom and Home*** — Cherokee
LeDita Howard

D. ***Teacher Expectations*** — Belmont
Marsha Tate

E. ***Assessing Students' Communicative Competencies Through Storytelling*** — Pimlico C
Dan Fleck

F. ***African Americans in Thoroughbred Racing: A Program for Your Classroom*** — Pimlico B
Kelly Ray
Juanita White

G. ***The Model U.N.: A Strategy for Your Classroom*** — Iroquois
Michael Haynes

H. ***Creating a Gender-Fair Classroom Without Making a Big Deal Out of It*** — Shawnee
Sarah Moran

3:30 - 5 p.m. Concurrent Breakout Sessions

A. ***Bafa Bafa: An Interactive Simulation Game*** — Regency North and Cent
Jose Colchado
Elizabeth Archuleta

B. ***Words and Music*** — Churchill and Downs
John Knowles

	C. ***Multiculturalism = Multiple Intelligences*** John McLaughlin	Cherokee
	D. ***African Americans in Thoroughbred Racing: A Program for Your Classroom*** Kelly Ray Juanita White	Pimlico B
	E. ***The Model U.N.: A Strategy for Your Classroom*** Michael Haynes	Iroquois
	F. ***Parent Involvement*** Sharon Solomon Karen Jones	Shawnee
	G. ***Building Community, One Writer at a Time*** Laverne Zabielski	Pimlico A
5 - 8 p.m.	Dinner on your own	
8:00 p.m.	***An Evening of Multicultural Performing Arts***	Kentucky Center for the Arts

Thursday
February 24

8 a.m. - 5 p.m.	Registration	Top of escalator
9 a.m. - 5 p.m.	Vendors	Oaks/Derby
8:30 - 10 a.m.	Concurrent Breakout Sessions	
	A. ***Bafa Bafa: An Interactive Simulation Game*** Jose Colchado Elizabeth Archuleta	Regency A & B
	B. ***Words and Music*** John Knowles	Churchill
	C. ***Multiple Intelligences Workshop*** (Three hour session -- continues 10:30 - 12) Anne Moll Nancy Sander	Seneca
	D. ***Dialogue and Journal Writing and Language Minority Students*** Joy Kreeft Peyton	Cherokee
	E. ***Equity and the Perkins Law*** Michael Brustein	Belmont
	F. ***Touching the Past: Using Heritage in the Classroom*** Elizabeth Adler	Pimlico C
	G. ***REACH: Respecting Ethnic and Cultural Heritage (An NDN Program)*** Colleen Almojuela	Pimlico A
	H. ***Access/Participation Choices*** Shirley Scott	Pimlico B
	I. ***Understanding Culture Through Playwriting*** (Three hour session -- continues 10:30 - 12) Barbara Franklin	Iroquois

	J. ***Recruiting Minority Males Into Elementary Education Through the "Reach One" Male Educator Project and the Minority Student Recruitment and Retention for Teacher Education Program*** Dennis Morrison Alvin Futrell	Saratoga
10:30 a.m. - 12 p.m.	Concurrent Breakout Sessions	
	A. ***Developing a Sexual Harassment Policy*** Michael Brustein	Churchill
	B. ***Dialogue and Journal Writing and Language Minority Students*** Joy Kreeft Peyton	Cherokee
	C. ***The Change Process*** Cathy Hart Debora Frazier	Belmont
	D. ***Touching the Past: Using Heritage in the Classroom*** Elizabeth Adler	Pimlico C
	E. ***REACH: Respecting Ethnic and Cultural Heritage (An NDN Program)*** Colleen Almojuela	Pimlico A
	F. ***Multiple Intelligences Workshop*** (Continued from previous session)	Seneca
	G. ***Understanding Culture Through Playwriting*** (Continued from previous session)	Iroquois
	H. ***Gender Equity in Sports and Science*** Teresa Isaac	Shawnee
	I. ***Innovative Efforts in Minority Recruitment*** Bonnie Marshall Rita Greer	Saratoga

1:30 - 5 p.m.	***Roundtable Sessions – Various Programs***	Regency A & B
1:30 - 3 p.m.	Concurrent Breakout Sessions	
	A. ***How to Integrate Language and Content Instruction*** Esther Eisenhower	Seneca
	B. ***Portfolio Assessment as an Instructional Tool for Measuring Continuous Progress in the Writing of English Language Learners*** (Three hour session -- continues 3:30 - 5) Carolyn Vincent	Cherokee
	C. ***Strategic Plan for the Recruitment and Retention of Minority Educators*** Kathryn Wallace	Churchill and Downs
	D. ***Where Art Meets Ed: The First Hazel Green Arts and Education Conference*** Robert Gipe	Belmont
	E. ***Human Rights: Awareness and Issues for Classrooms*** Gloria Needlman	Pimlico A
3:30 - 5 p.m.	Concurrent Breakout Sessions	
	A. ***Writing Activities Across the Curriculum and Across Cultures*** Jeff Schwartz	Seneca
	B. ***Portfolio Assessment as an Instructional Tool for Measuring Continuous Progress in the Writing of English Language Learners*** (Continued from a previous session)	Cherokee
	C. ***Where Art Meets Ed: The First Hazel Green Arts and Education Conference*** Robert Gipe	Belmont

	D. ***How Culture Impacts the Educational Process*** Carmen Weathers	Pimlico B
	E. ***Troops to Teachers*** Joseph Whitworth	Churchill and Downs
6:30 p.m.	Dinner and Presentation: ***Dehumanization: Preparing Us for Violence*** Paul Adams	Regency Rooms

Friday
February 25

8:30 - 10 a.m.	Concurrent Breakout Sessions	
	A. ***Expanding Options for All Students*** James Knight	Oaks/Derby
	B. ***Developing Equity Plans for Vocational Funds*** Bettie Tipton	Churchill
	C. ***Movement and Non-Verbal Communication*** Nancy Safain	Seneca
	D. ***Implications for the Arts for Social Voices in Children*** John McLaughlin	Cherokee
	E. ***Cooperative Learning Techniques for ESL Students*** Jeff Schwartz	Belmont
	F. ***The PRISM Program/Culture Inclusive Mathematics*** Marilyn Strutchens	Iroquois
	G. ***Addressing Culturally Diverse Issues in Alcohol and Drug Education*** Marge Phelps	Shawnee
10:30 a.m. - 12 p.m.	Closing Session and Brunch ***Educational Excellence: A Vision Beyond Tradition*** James Knight	Commonwealth Convention Center
12:00 p.m.	Departure	

Miriam Isaacs, MRC.

OUTLINE FOR SERIES OF WORKSHOPS FOR YORK PUBLIC SCHOOLS

Summary

The proposed series of workshops is designed to address the needs of elementary schools in address general issues of placement, instructional assessment and assuring optimal educational function for English language learners. The intended audience will consist of teams from each of the seven elementary schools, with one teacher from each grade level, k-5. This group of teachers is to be trained so that they can then serve as resources within their school.

Objectives

Participants will:

draw from research on language development and acquisition to strengthen program design and implementation to promote effective placement and instruction of students

understanding and working with differing learning styles

instructing students on effective language learning strategies

understand how to incorporate an awareness of differences and similarities in cultures into the classroom, with special attention to the interaction of language and culture

incorporate the basic principle of second language learning to enhance learning for second language learners in terms of relevant and comprehensible instruction

learn to apply instructional principles to the particular need of their classes

understand how to integrate instructional practices in terms of student identification, placement and referral

understand formal and informal assessments and their use.

encourage effective integration of community and parent and outside resources in the education of English language learners.

Outcomes

Each school will have a team with training in language and culture to understand the characteristics and needs of English language learners.

A broadened awareness of resources and materials for curriculum and assessment.

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

WORKSHOP SERIES:
MEETING THE NEEDS OF THE LANGUAGE MINORITY STUDENT
YORK CITY PUBLIC SCHOOLS

WORKSHOP SERIES:

The proposed workshop series is designed to assist teams of mainstream, elementary school teachers from the York City public schools to develop an optimal educational environment for limited English proficient (LEP) students. Workshops will address issues of language learning, the interaction of language and culture, instructional approaches, including monitoring of student progress. The workshops are intended to initiate team-building, which will continue in the participants' schools at the end of the series.

OBJECTIVES:

Participants will be able to;

1. Demonstrate understanding of language learning and of how second language acquisition affects classroom instruction;
2. Be familiar with techniques to enhance language learning strategies and understand the impact of learning styles.
3. Demonstrate understanding of the relevance of culture in the classroom, with special attention to the interaction of language and culture;
4. Use classroom strategies to create relevant, appropriate and comprehensible instruction for second language learners, and to effectively monitor student progress;
4. Demonstrate basic understanding of student identification, placement and referral.
5. Identify school, community and other resources which support the education of limited English proficient students.

FORMAT:

The workshops will be highly interactive and practical. Information will be provided through short presentations, activities, readings and discussion. Participants will apply this information to their own classrooms through hands-on activities, group activities and outside assignments.

REQUIREMENTS FOR PARTICIPANTS:

Participants are expected to attend the entire series of workshops, to participate in group activities, and to complete other assignments.

The intended audience will consist of teams from each of seven elementary schools, with one teacher from each grade. There will also be 10 ESL staff at each of the sessions. This group of teachers will become resources within their schools, so that each participating school will have a team of teachers who will have special understanding of the characteristics and needs of limited English proficient students.

PRESENTERS:

Staff and consultants of the COMSIS MRC.

Huong Mai Tran, Director, Raquel Yiengst, Bilingual Consultant, Miriam Isaacs
Richard Lutz, Sherry Migdail, Jeff Schwartz

OUTLINE OF SESSION TOPICS:

Session 1: (April 14)

- Issues of first language development and second language learning
- Learning strategies for language learners.
- Instruction and learning styles.

Session 2: (May 12)

- Interrelationship of language and culture
- Cultures of Puerto Rico, Mexico, and Southeast Asia
- Designing and adapting lessons to foster multicultural awareness in the classroom

Session 3: (June 14)

- Interaction of content instruction and second language learning OR (alternative wording) Integrating content-based instruction and language
- Adapting instructional units to integrate content-based instruction and language

Session 4: (June 15)

- Prereferral strategies
- Monitoring student progress and language development
- Refining instructional units
- Sharing of instructional units prepared during the workshop

MID-ATLANTIC MULTIFUNCTIONAL RESOURCE CENTER
COMSIS, Silver Spring, MD

In cooperation with the University of Findlay
(Center for Languages and Multicultural Studies)

And the Ohio Department of Education
(LAU Center Section)

Intensive Teacher Training Institute: MAXIMIZING PROFICIENCY THROUGH TECHNOLOGY FOR ESL/BILINGUAL STUDENTS

Sheraton Cleveland City Centre
Cleveland, OH
May 13-14, 1994

Richard Lutz, Ph.D., Comsis:MRC-3
Adjunct Professor, The University of Findlay

Intensive Teacher Training Institute:
MAXIMIZING PROFICIENCY THROUGH TECHNOLOGY FOR ESL/BILINGUAL STUDENTS

I. A. Evaluating the Use of Computers in Your Classroom/School

1. What computers do well:

(1) Individualize instruction (repeat as often as needed, give immediate feedback, etc.)
(2) Control lesson presentation (pace activities, randomize or order items)
(3) Facilitate re-writing (rearrange text easily)
(4) Automate mechanical tasks (create cloze exercises, concordances, crossword puzzles)
(5) Control other media such as video and CD-ROM in an integrated fashion
(6) Motivate students (students want to use compute and learn about them)
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)
(9) Keep detailed records of student performance

2. Examples of what you do in the classroom now:

(1) content-based instruction
(2) information gathering activities
(3) vocabulary practice
(4) group discussions
(5) pronunciation practice
(6) notional/functional focus
(7) prewriting activities
(8) revising of writing, etc.

3. Examples of How #1 and #2 Above Fit Together

Example A:
Content-based instruction fits with:
(5) Control other media such as video and CD-ROM in an integrated fashion
(7) Facilitate gathering and sorting information from large databases
(8) Keep track of complex sets of variables (useful for simulations of some aspects of real life)

Richard Lutz, Ph.D.
Comsis: MRC-3

3. Examples of How #1 and #2 Above Fit Together (continued)

Example B:
Language Practice fits with:
(1) Individualize instruction (repeat as often as needed, give immediate feedback, etc.)
(5) Control other media such as video and CD-ROM in an integrated fashion

B. Choosing Software

1. General Categories

a. Educational Software specifically for ESL students

b. Educational Software not specifically for ESL students

c. Software not designed for educational use but appropriate to your students' needs (e.g., Word-processing packages, spell-checkers, content-area resources, encyclopedias, games, bulletin boards, and so on.)

2. General Uses of CAI/CAL

a. Computer as Tutor:

Basic Drills

Non-Drill Practice

b. Computer as Tool:

Tool for Students:

Global acquisition/production
(word processors, simulations, etc.)

Tool for Teachers:

Teacher utilities
(gradebook programs, crossword puzzle generators, produce course material, data management)

B. Choosing Software (continued)

3. What helps learners learn:

   a. Focus on CONTEXT:
      Real language, real communication.

   b. Focus on MEANING, not FORM.

   c. Provide INTERACTION:
      We learn by interacting with others and getting feedback.

   d. Provide environment with high internal MOTIVATION.

C. "Interfacing":
Lowering inhibitions of users (of teachers and of students)

Fears and frustrations:
"What if I break it?"
"What if I can't figure it out?"
Jargon: "What does that term mean?"
Privacy/viruses/losing work
"It doesn't do what I want it to."

Available Help:

•On-line HELP
•On-line tutorials
•800-number help lines
•Service representatives
•Peer help
•Bulletin Boards

II. Educational Software: categories, selection, evaluation

A. Locus of Control: Who controls the shots?

1. Prescriptive CAI: Programmer decides what content

Prescribes what the learner is to learn. Designer (programmer) decides content.

Learner's role: to receive and gain facility.

Objectives: specific, limited.

Content is highly structured.

Learners granted or denied access to areas of instruction based on progress in answering.

Methodology: Ranges from simple tutorials to elaborate stimulations.

Categories:

- *Most games*
- *Drill and Practice*
- *Tutorials*
- *Some simulations*

2. Democratic CAI/CAL:

Locus of control: LEARNER

Learner can influence what is learned, or at least the order of learning.

Categories:

- *Some Tutorials*
- *Some Simulations*
- *Learning Resources*
- *Word Processing*
- *Information Exchange*

B. Level of Interactivity (between learner and machine)

1. Reactive--learner responds to a question

Touch screens, space bar, menus are reactive.

2. Proactive--learner constructs, generates activity

Keyboard might be used proactively to compose.

No medium is inherently better than another. Proper application to an appropriate problem is key.

C. CATEGORIES OF COMPUTER SOFTWARE AND RESOURCES

1. *Games*

Usually have specific goals
Some measure of competition (against self or others)
Rule-based
Often divorced from reality

Strengths and Weaknesses:

+ highly motivational, entertaining
+ reduces inhibitions, fear of computers
+ reinforces existing skills
- primary purpose often entertainment and not instruction
- little new learning, or learning as by-product (learning NOT at center of the product)
- time-consuming

Categories (continued):

2. *Simulations*

Mimics the real world.

Learner encounters circumstances and responds to them.

Play ultimately results in one of several possible conclusions, determined by choices and decisions made by learner.

Learner as part of system rather than competitor.

Strengths and Weaknesses:

+ increase experience of learner:
  inductive learning; learn by doing
+ low-risk setting: experience without risk
+ high degree of interaction
+ new CD-ROM formats handles huge amounts of data
- primary purpose may simply be entertainment
- do not provide information to learner
- may frustrate learner who doesn't end up with desired result
- can be very time-consuming, with only modest learning

3. *Drill and Practice*

Question-answer-feedback (also called IRF: initiate, respond, feedback).

In CAI, this can be augmented with maps, photos of cities, songs with clues, etc. Correct response "rewarded" with positive feedback. Incorrect response is "buzzed."

Strengths and Weaknesses:

+ immediate feedback
+ good for memorizing small amounts of concrete information
+ low risk
+ student can go over material as often as needed
+ student can work independently; easy to use
- little new learning takes place; reinforces old knowledge
- often, software requires exact match; frustrating
-feedback tends to be monotonous, annoying
-monotonous, low entertainment value

Categories (continued):

4. *Tutorials*

Mini-lessons. Contains new information and opportunity to practice it.

Typical setup:
Introduction
Advance organizers, objectives, topics
New content
Practice (questions, exercises, activities)
Feedback
Review
Evaluation

Strengths and Weaknesses:

+ good software mimics a good tutor
+ can be motivating
+ can provide lots of opportunities to try, correct errors
+ allow students to select level of difficulty
+ can be tied to curriculum
+ provides instant feedback
+ may make effective use of video, graphics, text overlays
- often the "tutor" seems unreal and hollow
- rarely "customized" to meet precise level of student
- may be nothing more than a computerized book
- graphics are easy to supply, so may be empty, distracting
- feedback may be rigid, insincere, even inappropriate:
    "Sorry, try again."
    "Very good!"
    "Wrong answer!" (even if the right answer was given but misspelled!)

Categories (continued):

5. *Testing*

Uses the computer to present test questions (random order if desired), collect and analyze student's answers.

Strengths and Weaknesses:

+ Capable of managing large amounts of data
+ Easy statistical analysis
+ No handwriting to deal with, no ambiguous answers
- Reliance on discrete-point, "objective" exam questions
- "Glitches", crashes (loss of data) possible

6. *Learning Resources:*

Consists of organized data base of materials on a subject, reference material.

Strengths and Weaknesses:

+ fast access to information
+ organizational structure is in the hands of the user
+ increases learner's range of strategies to find answers
+ increasingly, includes sound and video, entertains
provides contextual help to learner
+ can provide several ways to access same information
- instructions, use often complicated
- often not founded in any curriculum; i.e. is not INSTRUCTIONAL

7. *Word Processing*

Much more than a typewriter. Editing is greatly facilitated.

Strengths and Weaknesses:

+ enables easy editing, reworking
+ instant ability to print and see results of efforts
+ spell-checkers, grammar-checkers available
- word-processing commands complicated at first
- over-reliance on computer to check spelling, grammar

Categories (continued):

8. *Information Exchange*

Electronic Mail, or "E-Mail, bulletin boards: communicating with other computers. Lots of special-interest groups (e.g., education, science, geneology, etc.)

Strengths and Weaknesses:

+ Enjoyable, highly interactive, lots of feedback
+ Expands sources of expertise, information
+ Increases communication among learners, educators
+ Individual freedom, responsibility
- Generates large amounts of correspondence, much of it not directly related to curriculum
- Confusion of written and oral/formal and informal styles possible; no control over level of language or content.
- Potential loss, disregard of important messages
- Potential misinformation and abuse.

B. Evaluation of Software

2. Prepare a Checklist for Software
(See Sample Checklist)

C. Databases or Sources of Software Listings

Healey, Deborah, and Norman Johnson. *TESOL CALL (Computer- Assisted Language Learning) Interest Section Software List*. 1600 Cameron Street, Suite 300. Alexandria, VA. 1-703-836-0774: Teachers of English to Speakers of Other Languages, 1993.

Listing of ESL computer software organized by type of computer needed, skill or application (discussion, reading, grammar, pronunciation, etc), free or shareware information and indexes (bilingual, business, elementary education, literacy, and science/technology).

Multimedia and Videodisc Compendium for Education and Training. Emerging Technology Consultants, Inc. 2819 Hamline Avenue, North St Paul,MN 55113. Tel: 612-639-3973 Fax: 612-639-0110
One year subscription = $42.50 ($39 + $3.50 for shipping). (main listing comes out in September; updates in winter and spring)

Sorted by subject categories. Each entry consists of title, hardware requirements; price; producer's name and 800 number; and a 5-6 line description of the product. Subjects include business, math, career guidance, foreign languages (ESL and bilingual ed are not separate categories, but there are some titles mixed in under other headings). The company also has a database and will do searches and sorts for a fee (to be negotiated with them).

TESS (The Educational Software Selector). $14.95 for the Latest and Best of TESS-1993 on paper; $19.95 on paper for the complete listing for 1993. $125 on CD-ROM.

Using the database, searchers can 1- search using descriptors such as grade level, subject, price, program type (instruction, word processing, etc.); 2 - print out their searches on paper or on a diskette; 3- flag the software their schools already own; 4- add comments after using a particular piece of software. Updates on later CD-ROMs will automatically update the search features. May have MAC and IBM versions on the same disk. Available from the EPIE Institute (see above under organizations).

APPENDIX B
Defining Terms: The Jargon of Computerese

Microcomputers: Computers as SYSTEMS (components)

Central Processing Unit (CPU): 386, 486 (SX, DX),
Pentiums, IBM-Compatible/MACs

Memory: bits/bytes, memory addresses, RAM, ROM

Peripheral storage: Hard disks, floppy disks, laser disks, CD-ROM

Input/Output Devices:

keyboard
monitor (CGA, EGA, VGA, SVGA);
    .28 dot pitch, 1024 x 768, pixels, LCD displays
printers (laser, ink-jet [HP Deskjet])
mice (mouses?!), joysticks

modems (Hayes Compatible, internal/external)
    (baud rates: 2400, 9600, etc.)

GLOSSARY

ASCII (American Standard Code for Information Interchange):
the standardized code for letters, numbers and other characters

Branching:
Moving the computer user from one part of the computer program to another.

Bulletin Boards (BBS):
(may include E-Mail [Electronic Mail])
a computer is set up as a "host", and others can call up by telephone modem to connect their computers to the host in order to send and receive letters, software, and so on.

CD-ROM (Compact disc-read only memory):
Digital Audio, digital video: audio or video signals stored as a series of binary digits.
CD ROMs can hold up to 660 MB per disc (= 825 double-sided Mac floppies!)

GLOSSARY (Cont.)

Disk:

a magnetic storage device. Equivalent terms include: diskette, floppy disk, floppy. Currently, 3 1/2 inch disks are the norm. Previously, 5 1/4 inch disks were common.

DOS:

IBM-compatible disk operating system. Enables your computer to read and write to floppy and hard disks. Not "user-friendly." All you see is a "prompt" (e.g., C:>). See WINDOWS.

Drivers:

software (programs) which control peripheral devices such as CD-ROM players or disc drives.

Font:

collection of characters making up a set with a particular size and shape lettering.

High Sierra:

a popular format for storing data on CD-ROM. Another is ISO-9660.

Hypercard:

programs which organize information into what appears as stacks of index cards which users can manipulate.

Icon:

a graphic symbol which identifies a specific function or program, first used by Macintosh, and now Windows (IBM). E.g., a picture of a garbage can stands for deleting unwanted files.

Laser:

focussed beams of light used to read optical data on CDs and CD-ROMs.

Menu:

choices presented to the user. For example:

Select one of the following:
(A) Grammar lesson
(B) Vocabulary lesson
(C) Conversation Practice
(D) Spelling Practice

GLOSSARY (Cont.)

Multimedia:
highly interactive software, usually with sound and video, which provides the learner wth choices that in turn affect outcomes.

ROM:
read-only memory; memory that is already programmed and cannot be changed by the user.

Shareware:
software distributed without charge, often on computer bulletin boards, in the hope that you will purchase the software if you find it is useful to you. In contrast, freeware is distributed without any expectation of payment.

Touch screen:
touch-sensitive screen which can respond to the user's choices.

Videodisc:
12 or 8 inch disc which looks like a long-play record. Contains movies or other video.

Windows:
IBM's answer to Macintosh's easy-to-use software; presents a "desktop" with one file or "window" on top of another, allowing the user to move around easily from one program to another. User can frequently avoid difficult DOS commands.

APPENDIX C
Selected Bibliography

BOOKS

Cannings, Terence, and LeRoy Finkel. *The Technology Age Classroom*. Wilsonville, OR: Frankin, Beedle and Associates, 1993.

A book of reprints of recent articles on educational media in the classroom.

Dockterman, David A. *Great Teaching in the One Computer Classroom*. Watertown, MA: Tom Synder Productions, 1991.

Setting educational goals; Computer as tool for the professional teacher; Computer as presentation tool; Computer as discussion generator; Computer and cooperative learning; Interactive video, multimedia, etc.; Notes from the field (other teachers using the computer); Aides for sharing ideas; Historical and contemporary reading.
800-342-0236

Schweir, Richard A., and Earl R. Misanchuk. *Interactive Multimedia Instruction*. Englewood Cliffs, NJ: Educational Technology Publications, 1993.

An overview of "multimedia": What kinds of learning are fostered by various types of instruction (drill and practice compared to using computers as learning resources)?; what equipment is used in multimedia (videodiscs),CD-ROM)?; What factors are important in designing multimedia instruction (or from a user's point of view, what should you look for in good multimedia instruction?).

JOURNALS AND NEWSLETTERS

Athelstan Newsletter on Technology and Language Learning

Contains software reviews, articles, bibliographies and reviews of books related to using computers in language teaching. Athelstan sells selected software. Subscription is $10 in the US to receive the newsletter by first class mail. Teachers and researchers in the US are eligible for a complimentary subscription by bulk mail. Athelstan, 2476 Bolsover, Suite 464, Houston, TX 77005. Tel: 713-523-2837.

CALICO Journal (Computer Assisted Learning and Instruction Consortium). Duke University. 014 Language Center, Box 90267 Durham,NC 27708-0267. Tel: 919-660-3180 Fax: 919-660-3183. Quarterly publication on applications of high technology in teaching and learning of foreign languages (Sept, Dec, March, June).

Education Week, (12 January 1994). Articles on educational technology.

Educational Leadership (51, no. 7 April 1994). Articles on educational technology.

Electronic Learning: The Magazine for Technology and School Change 12, no. 5 February 1993. Special edition on grants and fund-raising; raising money for your technology program; partnerships with business.

Phi Delta Kappan, (December 1992). Articles on technology in education.

BEST COPY AVAILABLE

APPENDIX C (Continued)
Selected Bibliography

ORGANIZATIONS

EPIE Institute (Educational Products Information Exchange). 103-3 Montauk Highway Hampton Bays,NY 11946. Tel: 516-728-9100 Non-profit independent consumer's union. Produces the TESS, The Educational Software Selector. See below under databases for description of the TESS.

Institute for the Transfer of Technology to Education (ITTE). 1680 Duke Street Alexandria,VA 22314. Tel: 703-838-6722 Advances wise uses of technology in public education. Provides publications, site visits to exemplary technology districts, and annual "Technology + Learning" conference. Addresses planning and funding technology, staff development, facility design and modernization, use of on-line networks and telecommunications, and the role of multimedia instruction. Sponsors a membership program, the Technology Leadership Network, for school districts in the US and Canada which are seeking guidance in making 'difficult and expensive' decisions related to technology

Ohio ITTE technical coordinators:
Stark County, Canton, OH: Kris Cramer 216-492-8136
Columbus, OH: Julia Todd 614-262-6131
Green County Voc-Tech, Zenia, OH: John Klinger 513-372-6941.

Instructional Technology Services (ITS) of Central Ohio. 2941 Kenny Road,Suite 110 Columbus,OH 43221. Tel: 800-849-3508
One of eight offices in Ohio funded by the state to give technical assistance and workshops to schools and teachers. Originated 20-30 years ago to support instructional TV. Now also cover instructional media. Keeps schools up to date on new technology and give hands-on training on software and systems that schools have purchased.

Jim Mathis - Cleveland ITS 216-398-2800 (phone); Cleveland ITS specializes in telecommunications
Nancy Baker - Kent, OH ITS - 216-677-4549 (phone).

CALL (Center for Advancement of Language Learning). 4040 N. Fairfax Drive, Suite 200 Arlington,VA 22203. Tel: 703-312-5040 Fax: 703-528-4823

Appendix E

Workshop Evaluation Form

WORKSHOP EVALUATION

Client: ______________________ State: ________ Date: ____/____/____

Workshop Topic: ______________________ Presenter: ______________________

Your Position: ______________________

Please rate the extent to which the stated objectives of this activity were met:

	very well	well	adequately	minimally	not at all
Objective 1: ______________________ ______________________ ______________________	5	4	3	2	1
Objective 2: ______________________ ______________________ ______________________	5	4	3	2	1
Objective 3: ______________________ ______________________ ______________________	5	4	3	2	1

Please rate the following statements about the information presented:

	strongly agree		agree		strongly disagree
The information was useful to me.	5	4	3	2	1
The information was relevant to the needs of my program.	5	4	3	2	1
The information was clearly presented.	5	4	3	2	1
Please rate the following statements about the presenter:					
The presenter is knowledgeable about the subject matter.	5	4	3	2	1
The presenter responded to audience questions and concerns.	5	4	3	2	1

What part of the presentation was most helpful/useful to you? ______________________

____

____

Other comments/suggestions for future workshops or follow-up (Use back if necessary): ______________________

____

____

Appendix F

Service Feedback and Impact of Services Forms

Name ____________________

COMSIS MID-ATLANTIC MRC LEA SURVEY
IMPACT OF MRC SERVICES

1. Which of the services provided by the Mid-Atlantic MRC this year has been of greatest use to your program?

____

____

____

2. What programmatic changes have taken place or are being considered as a result of MRC services?

____

____

____

3. What changes in classroom instructional behaviors have you noted (observed or heard about) that you can attribute to staff development activities provided by the MRC?

____

____

____

4. Describe any difficulty or constraint that may have prevented the implementation of any strategies suggested by the MRC.

____

____

____

Name____________________

The biggest trend in my state seems to be ____

____

The MRC could help me in this area by ____

____

NEEDS

My most immediate need for training and technical assistance as a project director is __________________

____

The topic that teachers in this program seem most eager to learn about is ________________________

____

It would be helpful if the mainstream teachers who work with students in our program knew more about

____

The topic on which I would like to provide training to mainstream administrators in my district is ________

____

ADDITIONAL COMMENTS

____

____

____

____

Name________________

COMSIS MID-ATLANTIC MRC SERVICE FEEDBACK FORM

Directions:

Please check the number of times you will have used each of the following MRC services in FY94 (October 1, 1993 to September 30, 1994). Then rate the overall quality of each type of service on a continuum from 1 to 5 with one being unsatisfactory and five being outstanding.

Type of Service	Number of Times					Rating						Comments
	0	1-3	4-6	7-9	10+	N/A	Outstanding 5	4	3	2	Unsatisfactory 1	
Technical Assistance Telephone consultations with your MRC state contact person						—	—	—	—	—	—	
Telephone consultations with other MRC staff						—	—	—	—	—	—	
On-line use of the Technical Assistance Network (TAN)						—	—	—	—	—	—	
On-site consultation/technical assistance visit from MRC staff						—	—	—	—	—	—	
Participation of MRC staff in planning meetings						—	—	—	—	—	—	
Materials received from MRC including articles, books, (on loan) or guides						—	—	—	—	—	—	
Referrals to other sources of information, service providers, or consultants						—	—	—	—	—	—	
Training On-site workshop training session provided by MRC staff						—	—	—	—	—	—	
Consultation (workshop) services (other than MRC staff) provided by MRC						—	—	—	—	—	—	

Name________________

COMSIS MID-ATLANTIC MRC SEA SURVEY
IMPACT OF MRC SERVICES

1. Which of the services provided by the Mid-Atlantic MRC this year has been of greatest use to you in carrying out your duties as an SEA official?

2. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted you.

3. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving the quality of their instructional programs.

4. Give one or more examples of how the services of the Mid-Atlantic MRC have assisted basic Title VII projects in your state in improving program management.

5. Describe any difficulty or constraint that may have prevented the fulfillment of the conditions of your SEA agreement with the MRC.

Name__________________

TRENDS

A curriculum or administrative change that my school district is moving toward is ____________________

____

____

The biggest trend in my state seems to be ____

____

The MRC could help me in this area by ____

____

NEEDS

My most immediate need for training and technical assistance as a project director is __________________

____

The topic that teachers in this program seem most eager to learn about is __________________________

____

ADDITIONAL COMMENTS

____

____

____

____

Name____________________

COMSIS MID-ATLANTIC MRC SERVICE FEEDBACK FORM

Directions:

Please check the number of times you will have used each of the following MRC services in FY94 (October 1, 1993 to September 30, 1994). Then rate the overall quality of each type of service on a continuum from 1 to 5 with one being unsatisfactory and five being outstanding.

Type of Service	Number of Times					Rating						Comments
	0	1-3	4-6	7-9	10+	N/A	Outstanding 5	4	3	2	Unsatisfactory 1	
Technical Assistance Telephone consultations with your MRC state contact person						___	___	___	___	___	___	
Telephone consultations with other MRC staff						___	___	___	___	___	___	
On-line use of the Technical Assistance Network (TAN)						___	___	___	___	___	___	
On-site consultation/technical assistance visit from MRC staff						___	___	___	___	___	___	
Participation of MRC staff in planning meetings						___	___	___	___	___	___	
Materials received from MRC including articles, books, (on loan) or guides						___	___	___	___	___	___	
Referrals to other sources of information, service providers, or consultants						___	___	___	___	___	___	
Training On-site workshop training session provided by MRC staff						___	___	___	___	___	___	
Consultation (workshop) services (other than MRC staff) provided by MRC						___	___	___	___	___	___	